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ABSTRACT

This second module in a three module program examines the types of materials and services that are available in a community information center or library and the tools or sources for obtaining them. The module covers: ways in which books and other materials are arranged and organized; descriptions of library catalogs and the basic information found on catalog cards or bibliographic records, regardless of format (card, microfilm roll, or microfiche sheet); and the meaning of bibliographic records, and how to recognize author, title, and subject cards. The module also teaches the student how to: develop a book purchase plan based upon the needs of a particular community; use journals and established lists to acquire, identify, and organize library materials; select periodicals; establish and become familiar with the uses of a periodical record file; and set up and use a library shelf list or inventory file. Students also gain a working knowledge of the Alaska Library Network (ALN) and its multiple uses for interlibrary loan (ILL), reference, cataloging, and selecting library materials. Each unit has learning activities, self-tests, tests, and assignments. Answers to the self-tests are provided in the document. (THC)

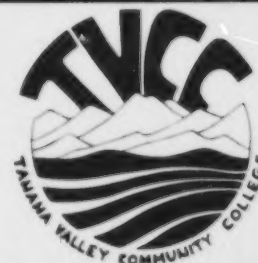
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Information Identification and Organization Student Study Guide

ED261704

MODULE II

ORGANIZATION AND ACQUISITION OF INFORMATION AND MATERIALS



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INFORMATION IDENTIFICATION AND ORGANIZATION

INTRODUCTION

This course is organized into three modules of one credit each, which may be taken in any sequence. Each module consists of four or five units. Each unit has certain assignments and tests. You are to complete the assignments in a timely manner. Please follow the directions given in the student study guide. Some of the tests are self-tests, which you may take when you feel you are ready to do so, and which will show you immediately whether or not you have understood the material presented. Other tests and assignments will need to be mailed to your instructor, after you have completed them. Again, please follow the directions.

Audio teleconferences of approximately one hour in length will be scheduled with each module. The dates and the bridge number are included in your packet of materials. You are expected to participate in these teleconferences. During this hour, your instructor will be able to answer any questions about the course material and speak to any concerns you may have. Each instructor will also review any problem areas and introduce the following week's lesson during the teleconference.

In Module I, **COLLECTION MANAGEMENT AND ADMINISTRATION**, you will be introduced to circulation systems, records management, collection management, and interlibrary loans. You will find out about the capabilities and limitations of various types of circulation systems and how to **charge** and **discharge** materials. You will learn how to keep and use statistics; how to establish and maintain circulation, vertical, office and other files; how to prepare annual reports and fill out state grant forms; and how to maintain your collection of materials through proper selection and periodic weeding. You will also learn how to use Interlibrary Loan (ILL) forms for books, periodicals, films, and subject requests and how to use the Alaska Library Network (ALN) microfiche catalog for interlibrary loans. You also will learn how to use the **Alaska Union List of Serials (AULS)** and the **Alaska State Library Film/Video Catalog**. In addition, you will learn how to apply, and how to maintain eligibility, for state grants to public libraries.

Module II is concerned with the ORGANIZATION OF INFORMATION AND MATERIALS. In this module, you will examine the types of materials and services that are available in a Community Information Center or library. You will find out about the ways in which books and other materials are arranged and organized. You will learn what a catalog is and what basic information is found on a catalog card or bibliographic record--regardless of format. The information could be on a card, microfilm roll, or microfiche sheet. You will learn what is meant by "bibliographic records," and how to recognize author, title, and subject cards. You will learn how to develop a book purchase plan, based upon the needs of your community, and how to use journals and established lists to acquire, identify and organize library materials; how to select periodicals for your library; how to establish and become familiar with the uses of a periodical record file; and how to set up and use a library shelf list or inventory file. In addition, you will gain a working knowledge of the Alaska Library Network (ALN) and its multiple uses for Interlibrary Loan (ILL), reference, cataloging, and selecting library materials.

Module III, INFORMATION SOURCES--TYPES AND LOCATIONS, begins with a discussion of basic reference sources such as dictionaries, encyclopedias, almanacs, atlases, and periodical indexes. It then describes the uses of special Alaska resources such as Alaska Almanac, Alaska Blue Book, Milepost, Education Directory, AULS, and the ALN Catalog. Also included are the Fiction Catalog, High School Catalog, and other standard catalogs available in most libraries. Next, Module III examines useful search techniques. How to analyze a reference question to determine the type, category, or level of information, is explored; and a good example of a reference interview is presented on audio tape. Lastly, Module III discusses how to provide ready access to local, state, and national resources and the role that library systems and networks play in making more resources available to more people.

Pauline Gunter and Audrey Kolb are the instructors for Module I. Pauline is Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks; and Audrey is the Northern Region Coordinator for the Alaska State Library and is stationed in Fairbanks. Your instructor for Module II is Sharon West, Associate Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. The instructor for Module III is Rheba Dupras, Assistant Professor of Library Science, Rasmuson Library, University of Alaska in Fairbanks. For the parts of this course on the "Identification and Organization of Information" for which they are responsible, these instructors will be available to answer your questions and to address any concerns you may have, during the scheduled audio teleconferences.

Now that you have been "introduced" to your instructors, let us also "introduce" you to sources of information which may be available for your use. You need to know the places people go for information in your community and what different kinds of information are located in each place. School libraries, public libraries, academic libraries, special libraries, health clinics, native corporations, and city offices are some of these sources of information.

In some communities, school and public libraries or public libraries and adult learning centers, have joined together to form Community Information Centers to meet more effectively the informational needs of the community. In others they operate as separate entities, providing materials and services to different groups of users.

School libraries were established to meet the learning needs of students and the instructional needs of teachers. Most of the materials purchased for these libraries are designed to support the school's curriculum. On the other hand, in public libraries, the collections of materials and the services provided are designed to meet the varied recreational interests, learning and informational needs of the general public. It is the interests of the people in the community which determine the collections in a public library. This type of library places more emphasis on general interest materials than does a school or academic library; and, it usually has a larger collection of fiction and popular periodicals for recreational reading. Since it serves a population from pre-school through the adult years, its collection is broad in scope. A good public library can be an excellent source for introductory material on nearly any research topic. Like the other types of libraries, the public library also has access to additional resources through the interlibrary loan process.

Academic libraries (university, community college, rural education) are similar to school libraries in that their materials and services must meet the educational needs of specific groups of learners. However, they differ from school libraries in that higher education students may be enrolled in graduate degree programs which require greater depth of information.

Special libraries maintain collections on particular subjects or fields and are usually run by organizations such as historical societies, corporations, social agencies, museums, and universities. Your community may or may not have one of these libraries. Special collections of materials also are available in health clinics, native corporations, and city offices.

How many of these sources of information are in your community? Have you tried to use all of them for your informational needs? Before you begin your first module, you are asked to investigate the information sources within your community to see what kinds of materials and services they have to offer.

First, read through the introductory assignment to see and understand what is being asked of you. After you have visited the information sources, you are to complete the assignment and mail it to your instructor who will evaluate what you have done and return the assignment to you.

Once you have completed and mailed the assignment, you are ready to begin the module for which you have registered. Please read and follow the directions carefully. Remember, if you have questions or problems with the module, be sure to discuss them with your instructor during the scheduled audio teleconferences.

As you proceed through this course on **INFORMATION: IDENTIFICATION AND ORGANIZATION**, you will learn more about sources of information within a community and the interrelationships between providers and users, and you will find that you will be better prepared to solve the informational needs of the people in your community. **GOOD LUCK!!**

ASSIGNMENT:

Please answer these questions on a separate paper.

- A. Visit the libraries within your community. For each, provide the following information:
1. What is the name of the library?
 2. Describe the physical facility. Include a drawing of the floor plan, if a copy is available.
 3. Where are the reference books located?
 4. Identify the location of the different types of books. If possible, include a diagram showing how the books are organized.
 5. Describe the collection and how it is indexed.
 6. List the different types of materials available.
 7. List the types of equipment available.
 8. Does the library loan materials to its users? If so, how are the circulation records kept?
 9. Are Interlibrary Loan (ILL) and other special services provided? If so, please explain.
- B. Visit all of the following public agencies that are located in your community: native corporations, city offices, legal services, health clinic, tribal council, and rural education center. For each, answer the following questions:
1. What types of materials are available (books, periodicals, newspapers, pamphlets, films, audio tapes, etc.)?
 2. Describe the collections of materials (in question 1 above) and how they are organized.

-
3. Are materials loaned to the general public? If so, how are the records kept?
 4. What types of equipment are available? Can the general public borrow any of this equipment?
- C. Are there other information sources within your community not covered under questions A and B above? If so, please list these and describe the available services and materials.
- D. After you have visited the various information sources within your community and have provided the information requested above, mail this assignment to your instructor who will evaluate what you have done and return the assignment to you, with comments, as soon as possible.

NOW YOU ARE READY TO START THE FIRST MODULE FOR WHICH YOU HAVE REGISTERED.

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INFORMATION IDENTIFICATION AND ORGANIZATION

MODULE II

ORGANIZATION AND ACQUISITION OF INFORMATION AND MATERIALS

OVERVIEW:

The types of materials found in libraries, how they are organized, and the "tools" or sources for obtaining them are presented in this module. You will also learn about the different kinds of services a library or community information center (CIC) offers to its users.

LEARNING OBJECTIVES:

After completing this module you should be able to accomplish the following objectives:

1. List the types of materials and services that are available in a library or community information center.
2. Explain the ways in which books and other materials are arranged or organized in a library.
3. Explain the purpose of a library catalog.
4. Explain the basic information found on a catalog card.
5. Develop a book purchase plan based on the needs of your community.
6. Explain what "book jobbers" are, select a "book jobber" for your library, develop a pre-processing profile, and establish order files.
7. Select a "subscription agent, explain the rationale for selection, and describe the services of a subscription agency.
8. Describe how to use established lists or "standard catalogs" to organize, acquire, and identify library materials.
9. Select periodicals for your library and determine which titles require backfiles.
10. Establish a periodicals record file.
11. Explain how to establish a library shelf list or inventory file.
12. List and explain the multiple uses of the Alaska Library Network (ALN).

TEXTBOOKS:

The textbooks for Module II are:

1. Bloomberg, Marty. Introduction to Public Services for Library Technicians Third edition. Littleton, Colorado: Libraries Unlimited, Inc., 1981.
2. Bloomberg, Marty. Introduction to Technical Services for Library Technicians Third edition. Littleton, Colorado: Libraries Unlimited, Inc., 1976.

UNIT I: TYPES OF MATERIALS AND SERVICES IN A COMMUNITY INFORMATION CENTER

CHECKLIST FOR UNIT I:

Check off the following activities as you complete them. They all need to be completed before you take the Unit Test.

	DATE COMPLETED
Learning Activity One: _____	_____
Learning Activity Two: A _____ B _____	_____
C _____	_____
Learning Activity Three: _____	_____

LEARNING ACTIVITY ONE:

View the slide-tape program, Organization and Acquisition of Information and Materials, to get an overview of Module II. Slides 4-48 of this presentation show the types of materials and services in a community information center.

LEARNING ACTIVITY TWO:

Read the following:

A. TYPES OF MATERIALS

Libraries and community information centers of all types attempt to provide their users with many different types of materials and services. The breadth and depth of these materials collections and the variety of services provided depend upon the type of library and the needs of its users.

Most libraries will make available to their users books for general reading and for reference purposes as well as a variety of

nonbook materials. Types of nonbook materials that may be found in many libraries include such items as periodicals, pamphlets, newspapers, microforms, phonodiscs, audio cassettes, art prints, films, filmstrips, slides, overhead transparencies, maps, globes, kits, games, charts, pictures, and video recordings. Nonbook materials, such as periodicals, pamphlets, and newspapers are often referred to as "print" materials to distinguish them from audiovisual (nonbook) materials, such as films, filmstrips, slides, audio and video recordings. These are often called "nonprint materials" or "nonprint media."

1. Books

Books may be placed in a general reading collection for check out by borrowers for use outside of the library; or, they may be placed in a reference collection, usually for use within the library. Some libraries will not allow any reference book to be taken out of the building; others are more lenient and will allow certain items to be charged out for use elsewhere.

Some books are called monographs, if they provide systematic and complete studies of a particular subject and the book is published as a complete unit. The word "monograph" is often used synonymously in libraries with the words "book" or "title."

Most books in libraries are hard cover books and are referred to as "hardbacks" to distinguish them from paperback books, which are sometimes called "softbacks." Paperback books, because of their size and lower cost, are becoming more popular with librarians and community information specialists. Almost all libraries and community information centers have either a paperback section in their book collections or have paperbacks in their regular collection. Paperback book displays are easy to arrange, and they stimulate reading by library users.

Books may be divided or classified as "fiction" or "nonfiction." The classification system used will decide upon their locations upon the shelves. The two most used classification systems in the United States are the Dewey Decimal Classification (DDC) and the Library of Congress Classification (LC). Generally, research and other large libraries use the Library of Congress System, while most other libraries (for example, public, school, community college, and special) use the Dewey Decimal System.

2. Periodicals

Periodicals are nonbook or non-monograph materials which are published in successive parts, each with the same title, but with a different number, and which are intended to be published indefinitely. Webster defines a periodical as "a publication that appears at regular intervals."

Magazines are periodicals which contain miscellaneous articles or other information of general or special interest for a particular

group of readers. They can be classified into such categories as mass circulation magazines, (e.g., Newsweek) special interest titles (e.g., Scientific American), business and farm publications. The word "magazine" is often used synonymously with "periodicals."

Magazines published for a group of professionals, such as doctors, lawyers, teachers, and librarians, are another type of periodical. These are sometimes called "journals." Most are published by national societies, associations, universities and other types of institutions. Usually journals contain papers, reports, and articles written to meet the needs of specific readers. An example of this would be the journal, Alaska Medicine.

General magazines differ from professional journals in that they are intended for readers who need not possess professional knowledge of the information being discussed. People read magazines because of interest and not necessarily to keep up with what is going on in their professions.

Most periodicals are published at regular intervals and are usually purchased by libraries on a subscription basis. Many are available on microfilm or on microfiche. They have become an increasingly more important part of the informational resources of a library or community information center, because they can provide very current information on a subject. Although books can provide greater breadth and depth coverage of a topic, they cannot give up-to-date information on a subject, because of the time it takes to write and publish a book. It may take anywhere from one to five years to produce a textbook, for example, from the initial writing of the textual material to the publication of the book. If the textbook is in a rapidly changing field, such as computers, one can see how out-dated it might be when it is published and thus unable to provide the reader with the current information needed. Therefore, if currency of information is desired, periodicals are an excellent source; if breadth and depth of a subject is required, textbooks and other books are valuable sources of information.

3. Newspapers

Newspapers are similar to periodicals in that they are issued over a period of time. Webster defines newspaper as "a publication regularly printed and distributed, usually daily or weekly, containing news, opinions, advertisements, and other items of general interest." However, newspapers usually do not have long, signed articles found in periodicals. Large libraries subscribe to many newspapers, while the smaller community information centers may only subscribe to the local newspaper and one or two from elsewhere in the state and perhaps at least one with national readership, such as the New York Times or the Washington Post.

4. Serials

Periodicals, as well as some larger items, are often referred to as "serials." Your textbook describes serials as publications which

are "issued in successive parts at regular or irregular intervals" and are "intended to be continued indefinitely."

Serials can include magazines, journals, newspapers, some government documents, and annuals. They are important to a library's informational resources, because they provide concise up-to-date information about current problems and events.

The best method to use when trying to decide whether an item is a serial or not is to determine whether the publisher intends to issue it indefinitely. If the answer is "yes," then the item is a serial; if the answer is "no," the item is a monograph.

Magazines, journals, and newspapers have already been defined and described. Government documents are defined and described below. Annuals include books, reports, proceedings, and other items that are issued annually and are published regularly for an indefinite period. Almanacs and yearbooks are examples of annuals, as are the annual reports of business concerns and scientific organizations. Most librarians treat annuals as serials for purposes of acquisitions and cataloging.

5. Government Documents

A government document is material published by a government agency, whether the government is local, state, federal, or international. In large and medium-sized libraries, government documents tend to be treated as separate sections or departments. The way they are handled in smaller libraries varies. They can be part of the regular collection or can be a separate area. In any case, government documents are among the most useful materials in a library. They are published on every conceivable subject. In fact, the United States Government is one of the world's largest publishers.

6. Pamphlets

Librarians cannot agree upon the definition of a pamphlet. It has been called a publication of two or more pages to "a publication of 49 pages or less, bound in a paper cover," as defined in your textbook. Whatever the definition, pamphlets have become an important resource in community information centers of all types.

Pamphlets provide up-to-date information in areas undergoing rapid change and on other topics of interest. They provide the reader with some specific information. They are not exhaustive in their contents, nor do they intend to be.

Librarians store pamphlets in verticle files, and since such material is apt to be outdated quickly, the vertical file is weeded often. In obtaining new materials, the Vertical File Index is an excellent tool to use, since it includes pamphlets in its list of nonbook materials--most of which are free or inexpensive. Also, the Public Affairs Information Service Bulletin (PAIS) is a good source for locating pamphlet material.

7. Maps

Maps are a specialized kind of nonbook material found to some extent in all libraries and community information centers. Together with atlases, gazetteers, and guidebooks, they are the principal sources for geographical information. Webster defines a map as "a representation usually on a flat surface of the whole or a part of an area." Your textbook defines it more fully: "A representation, usually on a flat surface, of a geographic area. The geographic area can be on earth (terrestrial) or can be a celestial body. Relief maps use raised surfaces to indicate land elevations."

There are certain specific book materials which contain maps and/or locations and descriptive information about places on maps. Atlases, gazetteers, and guidebooks are some of these book materials.

An atlas is a collection of maps, which may be topographical or topical. Gazetteers give locations for places such as cities, lakes, rivers, and historic sites; and they usually contain descriptions of the places, map coordinates, and statistical information (e.g., population). Guidebooks give descriptive information about cities or counties.

Charts and globes are other nonbook items found in libraries and community information centers, which are often considered as maps. A chart can be an outline map exhibiting climatic variations in its geographical aspects, but it also can be a sheet giving information in tabular form. A globe, according to Webster, is "a spherical representation of the earth, a heavenly body, or the heavens." A globe can be considered to be a map, but in reality it is a model (e.g., of the earth, solar system, stars, etc.).

8. Microforms

"Microforms" is a nonprint medium found in nearly every library or community information center. It is a collective term for various formats in which materials reduced in size by microphotography are produced. Each format requires a special reader for viewing or a reader-printer for making hard copy prints. Some machines can handle more than one of these microform formats.

"Microfilm" and "microfiche" are two of the most-used microform formats in libraries today. They are film materials that usually carry copies of printed matter, such as books or periodicals. Microfilm usually appears in 35mm (millimeter) or 16mm rolls or cassettes of transparency film, which may be positive or negative (positive film has black letters on a white background; negative film has white letters on a black background). Microfiche comes in single sheets, usually 4" X 6" of transparency film, which may be positive or negative. Due to micro-miniaturization techniques, large amounts of textual and visual information can be concentrated on these small sheets of film.

Today, microforms, such as microfilm and microfiche, are playing an increasingly more important role in library collections. Because

of lack of space and money, many libraries now purchase more microforms, as they save space and cost so much less than books and bound periodicals. Also, many out-of-print books are now being reproduced in microform format, because the cost of reprinting is very high, while making a microform copy and reproducing the microform is much less expensive.

9. Audiovisual Materials

In addition to microforms, there are a number of other nonprint materials or media which are found in libraries and community information centers of all types. Some of these nonprint or "nonbook" materials have already been mentioned. They include audio recordings, films, filmstrips, slides, pictures, kits, and videotapes. They are usually referred to as "audiovisual materials" or "audiovisual media." Not all of these nonprint or audiovisual items are found in every library, but some will be available to library users in even the smallest community information center.

a. **Filmstrips.** Filmstrips are strips of 35mm or 16mm film containing a series of still pictures, which are to be viewed separately, but in sequence. The individual still pictures (or "frames") may or may not contain captions. To view them requires the use of a filmstrip projector or viewer. Sometimes the pictures are coordinated with a sound track on a phonograph record or cassette tape. These are usually referred to as "sound filmstrips," and they must be used with specific equipment designated for this purpose. With or without sound, filmstrips are convenient, very easy to use, and relatively inexpensive. Projected, they may be viewed effectively by groups of any size or by individual library users. They are a popular medium--especially with young children.

b. **Slides.** Slides are single frames of film material, usually in a 2" X 2" mounting, and must be used with a slide projector or viewer. In libraries they are often stored in slide trays and may be checked out as a set of slides for use within or outside of the building.

Slide sets are a very popular audiovisual medium in that they are easy to use, to rearrange, and to update. Replacing obsolete or ineffective slides in a set with new ones is a relatively easy task. This is not true of filmstrips, where the individual segments or "frames" cannot be rearranged or updated.

c. **Films.** Motion picture films, in either or both 16mm and 8mm formats, are found in many libraries and community information centers. Usually, they are a popular item with library users. However, because of the high cost of 16mm films, many community information centers cannot afford to purchase them and will handle such requests through the interlibrary loan process film booking system. There is not the same problem with 8mm films, which are much less expensive, making it feasible for community information centers to purchase and make available 8mm films to their users.

d. **Audio Recordings.** Phonograph records, often referred to as phonorecords or phonodiscs by librarians, were one of the first audiovisual media to become part of a library's total resources. Today, most libraries still have record collections, although the trend is toward developing audio tape collections, instead.

Audio tapes appear in reel-to-reel, 8-track cartridge, and cassette formats. Of these the cassettes are the most popular in libraries today, as they are easier to use, less expensive to purchase, more durable, and require much less storage space than phonograph records or reel-to-reel tapes.

Audio cassettes are often used to provide the sound track for filmstrips or for sets of slides. This "combined media" approach is usually referred to as a sound filmstrip presentation or a slide-tape (sound-slide) presentation.

e. **Pictures.** According to your textbook, a picture is "a two-dimensional representation on an opaque material, usually paper." Included in the definition of picture are art prints, original works of art, photographs, posters, postcards, and study prints.

Clipping pictures out of discarded publications is a good way of building a collection of pictures inexpensively--a collection which can be used in many ways. For example, some of these pictures may be accompanied by textual material and used as study prints.

Art prints may be either original works of art or facsimilies, and they may be framed or unframed. They can be used very effectively to study the styles and techniques of various artists. Also, art prints can be made available for checkout by library users to display and to appreciate in their homes.

f. **Kits.** Kits (sometimes called multi-media kits) are collections or packages of two or more items of information in various media formats, usually on a specific topic and usually designed to be used as a unit. There may be audio cassettes, filmstrips, slides, 8mm films, still pictures, videotapes, and realia (e.g., real objects, specimens, artifacts), as well as a variety of printed materials (e.g., books, pamphlets, guides) in a kit. Although these media are designed to be used together, they can be used independently.

g. **Videotapes.** Videotapes are a relatively new medium in libraries. They appear in various sizes and formats: 1/4" to 2" in size and in reel-to-reel and cassette formats. The most popular for library use today are the 1/2" and 3/4" cassette formats. Of these two sizes, the most popular for home use is the 1/2" cassette format.

For in-house user viewing, the library or community information center will need to purchase the proper playback equipment for the video formats they have acquired. This may turn out to be somewhat expensive, depending upon the format or formats and the number of playback units desired. It may be that the community information center can only purchase few, if any, video playback units and will have to depend upon video materials being charged out for home use.

Many people today own their own videotape recorders and playback units and would like libraries to stock video materials that they could borrow and use.

B. TYPES OF SERVICES

In addition to materials of all types, community information centers try to provide their users with a variety of useful services. Some of the services which a center may provide its users are circulation, reference, interlibrary loan, audio, video, computer, and teleconferences, as well as making available to them a community meeting place.

1. Circulation

Circulation and reference are directly involved with library users and both are responsible for satisfying user needs. The circulation function usually has four primary tasks:

- a. Charging out materials to library users
- b. Checking in returned materials
- c. Returning materials to their locations within the library
- d. Carrying out the tasks necessary to keep the collection usable and in good order.

Since the circulation function is covered in considerable detail in Module I, no further discussion of this service will be given here.

2. Reference

Reference is a basic service provided to some extent by all community information centers. For many people, the community information center is first and foremost a place to get information and help with a problem or question. The problem or the information needed may only be an explanation of how to use the card, book, or COM catalog, or how to use a specific reference tool; or it may be the need to find answers to complex research questions. Whatever the reference question or problem, the community information center usually tries its best to solve it, within the limits of its resources and the abilities of its staff.

Since the only reason for providing reference service is to help its users, the community information center should develop and maintain the best possible reference collection, within the confines of budget, in order to provide quick and accurate reference service. The quality of the reference service determines to a great extent the usefulness of the community information center to the community as a whole.

There are many basic reference sources that form the foundation of any collection; these should be found in all community information centers. They will be discussed in considerable detail in Module III of this Information Identification and Organization course. But the

overall composition of the reference collection should fit the needs of the community the center serves. Therefore, it is essential that the community information specialist know the community and be aware of the kinds of reference questions that may be asked at the center.

3. Interlibrary Loan

Interlibrary Loan is another important service provided by most libraries and community information centers. It's a service that facilitates the sharing of books and other materials between libraries in and outside of Alaska. As indicated in your textbook, Introduction to Public Services for Library Technicians, an "interlibrary loan (ILL) is not a transaction directly between the patron and the lending library." It is a transaction between libraries, in which books or other library items (or copies of library materials) are made available by one library to another upon request. Since ILL has received adequate coverage in Module I and in the above mentioned textbook, no more will be said here about this important and valuable library service.

4. Audio

Audio services provided by a community information center can range from making available useful collections of records, tapes, and cassettes to providing production services, such as duplicating audio cassette tapes. Many community information centers have at least a small collection of phonograph records and/or audio cassette tapes. Some of these centers also make available tape duplicating services to their users.

5. Video

Video services provided by a community information center can range from making available television receivers for viewing programs within the center to providing collections of videotapes and cassettes, which may be used in the library or checked out for home use. Some, but not very many, community information centers will provide videotape duplication service and/or other video production services.

6. Computer

In some community information centers, the circulation function has been automated (or "computerized"). This saves the borrower time as well as makes available to him or her much more information about the collection, quickly and efficiently. In a few centers, computers have been used for other library functions, such as cataloging, but not to any great extent. An increasing number of community information centers are providing microcomputer services, including making available microcomputers and software for their users to use within the centers. With the current emphasis on high technology in our society, this area of library service is sure to grow and develop in the years ahead.

7. Teleconferences

Setting up teleconferences on subjects of interest to their users is another service being provided by some community information centers. As a student registered for this module, you are required to participate in scheduled audio teleconferences. As a result, if you are not yet familiar with the operation of a teleconference, you soon will be. There are both audio and video teleconferences, but the use of video will not be practical for some time to come, because of the cost of required video equipment.

8. Meeting Room

Making meeting rooms available to their users is still another service provided by libraries and other information centers. In most communities the library is often used as a meeting facility for various community groups.

C. READING ASSIGNMENT

Read pages 231-233 on "Non-Book Materials" in your textbook, Introduction to Public Services for Library Technicians. Also read Chapter 5, "Reference Services," pages 87-96.

SELF-TEST NUMBER ONE

To see what you have learned about the types of materials and services you might find in a community information center, take the following SELF-TEST.

Put the letter (a, b, or c,) of the answer you choose on the line preceding each of the following statements:

- _____ 1. Pamphlets, microforms, and filmstrips are examples of:
(a) nonbook materials (b) print materials (c) both
- _____ 2. Periodicals and newspapers are sometimes referred to as:
(a) serials or nonbook materials (b) nonprint materials
(c) both
- _____ 3. Filmstrips, slides, films, records and videotapes are referred to as:
(a) nonprint materials (b) audiovisual materials
(c) both
- _____ 4. Serials can be referred to as: (a) nonbook materials
(b) print materials (c) both

- _____ 5. Books are sometimes referred to as: (a) print materials
(b) monographs (c) both

Put a "T" for "True" or an "F" for "False" on the line preceding each of the following statements:

- _____ 6. Magazines do not differ from Journals.
- _____ 7. Periodicals are an excellent source for current information on a topic.
- _____ 8. Government documents are materials published by a local, state, federal, or international government agency.
- _____ 9. In nearly every library, government documents are treated as separate sections or departments.
- _____ 10. The United States government is one of the world's largest publishers.
- _____ 11. Periodicals are often referred to as "serials."
- _____ 12. Serials can also include government documents, newspapers, and annuals.
- _____ 13. Yearbooks are examples of annuals.
- _____ 14. Pamphlets provide in-depth coverage of topics of interest to readers.
- _____ 15. In most community information centers, pamphlets are placed on the shelves with periodicals.
- _____ 16. The Public Affairs Information Service Bulletin (PAIS) is a good source for locating pamphlet material.
- _____ 17. Maps, charts, and globes are nonbook items which might be found in most community information centers.
- _____ 18. A gazetteer is a collection of maps, which may be topographical or topical.
- _____ 19. Two of the most used microforms in libraries today are "microfilm" and "microfiche."
- _____ 20. Microfiche usually appears in either 16mm or 35mm rolls or cassettes of transparency film, which may be positive or negative.
- _____ 21. Filmstrips are strips of 16mm or 35mm film, containing a series of still pictures.

- _____ 22. Some of the advantages of using sets of slides (organized in slide trays) are that they are easy to use, rearrange, and update.
- _____ 23. Many community information centers handle requests for 16mm motion picture films through the interlibrary loan process film booking system, because they cannot afford to buy them due to their relatively high cost.
- _____ 24. Phonodiscs and phonorecords are words librarians use to refer to phonograph records.
- _____ 25. Media placed in kits are designed to be used together; they should not be used independently.
- _____ 26. Audio cassette tapes are easier to use, less expensive to purchase, more durable, and require much less storage space than phonograph records.
- _____ 27. The most popular videotape format for home use today is the 3/4" video cassette.
- _____ 28. Two functions of public services are circulation and reference.
- _____ 29. In addition to making available useful collections of audio and video recordings, some community information centers will provide audio and/or video tape duplication service for their users.
- _____ 30. To date, computers have only been used in libraries to automate the circulation function.
- _____ 31. In most libraries, art prints are usually kept in alphabetical order by artist or subject.
- _____ 32. The classification system used for most audiovisual materials may be different from the system used for books.
- _____ 33. The accession number arrangement is one of the more popular systems for classifying audiovisual materials, because it is so simple.
- _____ 34. Thanks to the new copyright law (1976 Copyright Revision Act), libraries do not have to be selective about the programs they record on videotape.
- _____ 35. The purpose of reference service is to answer the questions of library users.
- _____ 36. Research questions are the most frequently asked reference questions.

- _____ 37. The answers to ready reference questions are usually short, factual, and easily located in standard reference sources or in the library catalog.
- _____ 38. "What books does the library have about Ernest Hemingway?" is a good example of a general reference question on a specific topic.
- _____ 39. "On which floor do you keep government documents" is an example of a directional type of reference question.
- _____ 40. Nearly every book on reference service lists a set of techniques for handling questions based on common sense and respect for the library user.

Check your answers on the SELF-TEST with those on page 15. How well did you do? If you missed more than three questions or feel that you need to have a better understanding of the types of materials and services found in community information centers, review Learning Activity Two (A, B, C). You may also want to view again slides 4-48 in the slide-tape program, Organization and Acquisition of Information and Materials.

LEARNING ACTIVITY THREE:

Locate Enclosure No. 1 in Envelope No. 1. This assignment deals with the types of materials and services that are provided the users of your library or community information center. In Part A, you are to check the materials which are made available to the users, indicating in each case if that item circulates (i.e., is it "charged" or checked out to library borrowers for use outside the library), and how it is organized (e.g., is that item integrated with other library materials, is it shelved separately, etc.). At the end of the list, there is space under "other" to list other materials (if any) that the library provides its users that are not on the list. For these, also indicate whether they circulate and how they are organized into the total collection.

In Part B, you are to check those services which are made available to the users. You are also asked to describe the extent to which each of these services is provided the users. Where it says "other," list and describe any other services you may provide for the benefit of the users.

When you have finished this assignment, mail it to your instructor.

EVALUATION OF UNIT I:

You will be evaluated on the accuracy and completeness of the assignment you did in Unit I and how well you answer the following test items.

TEST FOR UNIT I: TYPES OF MATERIALS AND SERVICES IN A COMMUNITY INFORMATION CENTER

Answer the following questions on separate paper and mail to your instructor. Be sure to put your name on each sheet of paper.

1. You are the director of a new community information center (CIC), which will serve a population of 728. Besides books, your center will provide the following print and nonprint materials for its users: magazines, newspapers, pamphlets, government documents, microfiche, 8mm films, filmstrips, audio cassette tapes, maps, globes, and charts. Explain how you would arrange and organize these materials within your center (e.g., how you would shelve or store the different media) and why; which materials you would not allow to circulate outside of your center, and why; and how you would satisfy user requests for 16mm films and other materials which are not a part of your center's total collection.
2. Question number 1 above addresses the types of materials made available to users, in a new community information center serving a population of 728. Again, as director of this center, what type of services would you provide (e.g., reference, circulation, interlibrary loan, production, etc.)? Describe the various services you would include and how you would staff your CIC to provide these services efficiently and effectively.

If your budget was very limited and you had few funds with which to hire adequate staff, which services described above would you eliminate or curtail to some extent? Since, as director, you have to deal with budget limitations, prioritize (that is, list in order of importance) the services which you would provide your users and explain why you listed them in that order. For example, if you listed "reference" as the most important service to provide, why do you think it is--and so on with the rest of your list. If there are any services which you think a CIC, serving a population of 728, should not provide its users, please list them and explain why you would not include them in your program of services.

ANSWERS TO SELF-TEST NUMBER ONE:

- | | | | |
|-------|-------|-------|-------|
| 1. a | 11. T | 21. T | 31. T |
| 2. a | 12. T | 22. T | 32. T |
| 3. c | 13. T | 23. T | 33. T |
| 4. c | 14. F | 24. T | 34. F |
| 5. c | 15. F | 25. F | 35. T |
| 6. F | 16. T | 26. T | 36. F |
| 7. T | 17. T | 27. F | 37. T |
| 8. T | 18. F | 28. T | 38. F |
| 9. F | 19. T | 29. T | 39. T |
| 10. T | 20. F | 30. F | 40. T |

UNIT II: ORGANIZATION OF MATERIALS

CHECKLIST FOR UNIT II:

Check off the following activities as you complete them. They all need to be completed before you take the Unit Test.

		DATE COMPLETED
Learning Activity One:	_____	_____
Learning Activity Two:	A _____ B _____	_____
Learning Activity Three:	A _____ B _____	_____
Learning Activity Four:	A _____ B _____	_____
Learning Activity Five:	A _____ B _____	_____
	C _____	
Learning Activity Six:	_____	_____

LEARNING ACTIVITY ONE:

To gain an introductory understanding of the library catalog, read Chapter 6, "Reference Sources: The Library Catalog," pages 97-115, in *Introduction to Public Services for Library Technicians*, and Chapter 10, "Cataloging," pages 127-136, in *Introduction to Technical Services for Library Technicians*.

SELF-TEST NUMBER TWO

To see what you have learned about the library catalog, take the following SELF-TEST. Put a "T" for "True" or an "F" for "False" on the line preceding each statement below:

- _____ 1. The purpose of cataloging is to communicate the holdings of the library.
- _____ 2. The catalog is the single most important reference tool in a library.
- _____ 3. With a properly developed and properly maintained catalog, a library user can find material if he knows the author, title, or subject.
- _____ 4. In cataloging books, the main entry card is usually the author entry.
- _____ 5. The information given on a catalog card varies for each book cataloged.

- _____ 6. There are many possible formats for a library catalog, but the most popular type used in the United States is the book catalog.
- _____ 7. Filing is more complex in a divided catalog than in a dictionary catalog.
- _____ 8. Regardless of the type of catalog used, it is common practice to underline subject headings.
- _____ 9. A "see also" reference is a direction in the card catalog guiding the library user from a name or subject not used to the form used.
- _____ 10. Entries in a card catalog are alphabetized "word by word" and "letter by letter" within the words.
- _____ 11. All articles within a card catalog entry are disregarded in filing.
- _____ 12. In a dictionary catalog, books by a person are filed after books about a person.
- _____ 13. Punctuation marks in a card catalog entry should never be ignored in filing that entry.
- _____ 14. A problem encountered in the divided catalog is the need to check two or three files instead of one.
- _____ 15. Once widely accepted, the book catalog was later rejected because of its high cost and inflexibility.
- _____ 16. The construction of the library catalog is one of the main end products of the cataloging process.
- _____ 17. Book catalogs are easier and less expensive to keep up-to-date than card catalogs.
- _____ 18. Commercially printed cards can be purchased with headings already printed for all added entries and subject entries.
- _____ 19. Cataloging rules give guidance to catalogers and provide consistency in cataloging practices within a library and among different libraries.
- _____ 20. AACR2 is the cataloging code used by most American libraries.

Complete the following statements by filing in the blanks with one or more words:

- 21. A systematic listing of books and other materials in the library's collection is called a _____.

22. The process of identifying and describing a book is called _____ cataloging.
23. Assigning subject headings and a call number to a book is called _____ cataloging.
24. The two most common types of references used in a library catalog are _____ references and _____ references.
25. The two usual arrangements for card catalogs are the _____ catalog and the _____ catalog.
26. The "COM" in COM catalog stands for _____.
27. The newest and most sophisticated catalog format is the _____.
28. A full catalog entry giving all the information necessary for the identification of a book or other library material is called a _____ entry.
29. The area on the catalog card that gives the number of pages or volumes, illustrations, and size is called the _____.
30. The place of publication, name of publisher, and date of publication (in that order) on the catalog card is called the _____.

Check your answers on the SELF-TEST with those on page 27. How well did you do? If you missed more than four questions or feel that you need to gain a better understanding of library catalogs and cataloging, review Chapter 6, "Reference Sources: The Library Catalog," pages 97-115, in Introduction to Public Services for Library Technicians, and Chapter 10, "Cataloging," pages 127-136, in Introduction to Technical Services for Library Technicians.

LEARNING ACTIVITY TWO:

- A. Read the following additional information about library catalogs and the types of entries (bibliographical records) found in these catalogs.

1. Library Catalogs

The library catalog is one of the most important "tools" in any library or community information center. It is a systematic listing of the books and other materials in the library with descriptive information about each one: author, title, edition, publisher, date, physical appearance, subject matter, special features, and location. Thus, it is an "index" to the materials in a library or community information center, just as the "index" of a book is the key to the contents of that particular book.

Catalogs appear in several formats: card, book, COM (computer output microfilm), and computer. In many instances, the type of catalog used is a card catalog. It not only provides cards for every cataloged book, periodical, document, etc., in a library or community information center, but it gives the location of these library materials, has informational cards that indicate alternative spellings and entries, cross references, and filing rules that may affect the user's approach. Because each catalog card describes the item in detail, it often gives the user enough information to decide whether to check it out.

Card catalogs provide access points to individual items in the library collection. The main access point--known as the main entry--is usually the author card and gives the most complete information. Some other access points are title, subject, series, joint author, and call number.

Many libraries and community information centers have a "divided catalog"--which means they can have separate Author-Title and Subject Catalogs, or an author catalog, a title catalog, and a subject catalog. Other libraries and community information centers have "dictionary catalogs," in which the author, title, subject and other cards are combined into one alphabetical sequence.

Not all of the materials in a library or community information center are listed in the card catalog: for example, individual articles in periodicals are located through periodical indexes. Also, the periodicals subscribed to may not be listed in the card catalog, but may be listed in a special file called the periodicals or serials file.

2. Types of Entries

Most materials are listed in the library catalog in three ways: by author, title, and subject. Some materials are entered under more than one subject; in this case, there is a separate entry for each subject heading. In addition, books, as well as some other printed materials, may be entered in the catalog under joint author, editor, translator, compiler or illustrator.

a. Author Card. The author card (also called the main entry, unit card, or official entry) is the basic card in a catalog. It provides the following information:

- (1) The call number, consisting of the classification number and the author or book number (which may include the first letter of the title).
- (2) The author's full name (last name first), birthdate, and the date of death, if deceased.
- (3) The title, and subtitle (if any).

- (3) The title, and subtitle (if any).
- (4) The full name of the joint author, editor, translator, compiler or illustrator.
- (5) The edition, if not the first.
- (6) The imprint, which includes the place of publication, the publisher, and date of publication (in that order).
- (7) The collation, which includes the number of pages or volumes, the illustrative material, and the size of the book in centimeters.
- (8) The series to which the book (or other library material) belongs, if it is one of a series.
- (9) The subject headings under which the book (or other library material) is listed in the catalog.

The catalog card may provide other pertinent information about the book or other library item, such as a note concerning the contents or the pages on which a bibliography is located. In addition, if it is a Library of Congress printed card, there would be a Library of Congress card catalog number, the Library of Congress Classification and author number, and the Dewey Decimal Classification number for that entry.

The author or main entry may be an individual, an institution or organization (e.g., The Bible: New Testament, Reader's Digest).

Every other card, or bibliographical record, in the library catalog is an exact duplicate of the author or main entry card, with one exception. That exception is that other information is typed at the top of the card in the form of a title or subject heading, or an added entry.

b. Title Card. A title card, then, is an author or main entry card with the title repeated on the top line above the author. It is typed at the same indentation as the title is typed below the author's name on the main entry card. The remainder of the card is an exact duplicate of the author or main entry card.

c. Subject Card. A subject card is made for every subject discussed fully in the book or covered by the content in other library materials. Subject cards differ from all other entries in that the subject is typed at the top of the card in capital letters, usually in black, but sometimes in red. This distinguishes them from the author or title cards. No other type of heading is typed in this manner. The remainder of the card, again, is an exact duplicate of the author or main entry card.

d. **Added Entries.** The added entry is a duplicate of the author card, with the addition of a special heading indented above the author on the top line of the card. In the past the designation of joint author, editor, compiler, or translator was sometimes indicated after the name by an abbreviation (i.e., jt. auth., ed., comp., tr.).

e. **Cross Reference Cards.** These cards refer a borrower to other places to look within a library catalog. A "see" card tells the library user that there is no information under this subject heading, but refers the user to the correct headings. The "see also" card refers the user to additional material that is closely related, but filed under a different heading or headings.

3. Interpreting the Information on a Catalog Card

You may save time by using the information on the catalog card to help evaluate the usefulness of a book, without going to the shelves to look for the book. The card catalog can answer the following questions about each book:

1. Does the book have illustrations?
2. How many pages are in the book?
3. How recently was the book published?
4. Does the book provide a bibliography or references to additional materials on the same subject?
5. What subject(s) is covered by the book?

The information on catalog cards appears in a standard format. Once you understand how to interpret the information on one card, you can easily interpret the information on most other cards in a card catalog.

- B. Read Chapter 13, "Cataloging--Descriptive Cataloging: Areas of the Card," pages 166-189, in your textbook *Introduction to Technical Services for Library Technicians* and view once again slides 49-78 of the slide tape program, *Organization and acquisition of Information and Materials*, to gain a better understanding of the elements on a catalog entry and how this descriptive information is arranged on a catalog card.

LEARNING ACTIVITY THREE:

- A. You are the director of a new community information center, which has not yet opened its doors to the public. Your center is serving the library needs of a population of 850. One of the tasks you still have to do is to construct the library catalog. On

separate paper explain how you would go about the task of constructing the catalog. Answer the following questions in your explanation:

1. What specific goals would you want your catalog to achieve?
2. What type of catalog (card, book, COM, computer) would you establish, and why?

When you have completed this assignment, mail it to your instructor.

- B. Locate Enclosure No. 2 in Envelope No. 1. On this enclosure is a copy of a catalog card (an author card or main entry), with the various elements of the entry numbered. In the space below the card, after each number, you are to identify the particular element to which the number refers. When you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY FOUR:

- A. Review pages 109-112 in Introduction to Public Services for Library Technicians.
- B. Locate Enclosure No. 3 in Envelope No. 1. This enclosure contains thirty catalog cards, a mixture of author, title, subject, and added entry cards. You are to put these in alphabetical order, as you would if you were filing them in a "dictionary" type card catalog. Follow the filing rules as explained in your textbook. This includes using any of the new changes in the ALA filing rules (when and if appropriate to this exercise) that are explained on page 112. When you have these cards in correct alphabetical order, put a rubber band around the set of cards and mail to your instructor.

LEARNING ACTIVITY FIVE:

- A. For an introduction to the purposes of classification and to the two major classification systems in use in the United States, today, read Chapter 7 "Reference Tools: Library Classification," pages 117-125, in Introduction to Public Services for Library Technicians, and Chapter 15, "Subject Cataloging: Classification," pages 204-224, in Introduction to Technical Services for Library Technicians.
- B. Read the following additional information on CLASSIFICATION.

Library materials may be organized by any number of attributes, such as color, author, or size. However, most libraries organize materials by subject to bring like topics together for research and browsing purposes. Sometimes, certain

library materials are not integrated with the main collection, but may still be organized by subject.

In order to develop consistency in organizing subjects, classification systems were developed. The two major classification systems, as described in your text, are the Library of Congress and Dewey Decimal systems. The best known and most-used of these two systems in the United States is the Dewey Decimal Classification. It groups all knowledge, as represented in library materials, into ten major groups or classes subdivided by decimals. On the other hand, in the Library of Congress Classification system, there are twenty-one major classes and subclasses.

On pages 118-119 of your textbook, *Introduction to Public Services for Library Technicians*, it explains (with examples) that the Dewey Decimal Classification is composed of ten main classes, that each main class is subdivided into ten divisions, that each division is further subdivided into ten sections, and each section can be further subdivided decimally to build a more specific number. In subdividing decimally, remember that the numbers to the right of the decimal point are "decimal fractions." Thus, .12 is smaller than .5 and would be shelved or filed before .5. Think of .5 as being .50 and you will be able to see that .50 is greater than .12, just as fifty cents is greater than twelve cents.

On pages 120-124, the Library of Congress Classification is explained. Note that the Library of Congress Classification system uses letters to differentiate between subject areas. The broad area is assigned a single letter and may be further divided by an additional letter. For example:

B Philosophy and Religion

BJ Ethics

BL Religions

H Social Sciences

HF Business

Q Science

QA Mathematics

QE Geology

Further subdivisions are made through the use of numbers. Decimals, however, are not as commonly used in the Library of Congress system as in the Dewey Decimal system. Thus, SD 40 is read SD "forty" and is larger than SD5, which is read SD "five." SD 5 will therefore be shelved before SD 40. Likewise, SD 401 is read SD four hundred one and would be shelved after SD 40. Also, single letters precede a pair of letters; so, B 40 precedes BF 40. The order is as follows:

B 40

BF 40

SD 5

SD 40
SD 401

The numbers used in the Library of Congress system to divide the letter categories go as high as 9999.

As mentioned earlier, library materials can be organized by any number of attributes, such as author, color, or size. There are other "alternative methods," including organizing by sequential accession number, separate shelving and location of materials and filing alphabetically within those areas, etc. The system of organization used depends largely upon the size (and variety) of the collection and the group of users.

- C. For your next assignment you are to arrange the call numbers of books in the order that they would appear on the shelves, or in a shelf list file--first as in a Dewey Decimal Classification arrangement and then in a Library of Congress Classification arrangement. Locate Enclosure No. 4 in Envelope No. 1 and follow the directions given. Mail the completed assignment to your instructor.

SELF-TEST NUMBER THREE

To see what you have learned about classification and classification systems, take the following SELF-TEST. Put a "T" for "True" or an "F" for "False" on the line preceding each statement below.

- _____ 1. Classification arranges material in a known order.
- _____ 2. The Library of Congress Classification (LC) is the most-used classification system in the United States.
- _____ 3. To distinguish between books assigned the same classification number, a book number is added to each classification number.
- _____ 4. In both the LC Classification and the Dewey Decimal Classification, the classification number and the book number make up a unique call number.
- _____ 5. The LC Classification was developed by the Library of Congress for use by other libraries.

Complete the following statements by filling in the blanks with one or more words.

- 6. The number assigned to a book to show the subject area and to indicate its location is called a _____ number.
- 7. The author (or book) number and the classification number make up the _____ number.

8. The _____ is an alphabetical list of all of the main headings in the Dewey Decimal Classification schedules.
9. _____ are often used with author numbers to maintain an alphabetical sequence on the shelves and to create a unique call number for a book or other library item.
10. The Library of Congress Classification is more suited for collections of over _____ volumes.

Check your answers with those on page 27. How well did you do? If you missed more than two, you may wish to review Learning Activity Five (A and B).

LEARNING ACTIVITY SIX:

Read pages 225-229 in your textbook, *Introduction to Technical Services for Library Technicians*, to learn about the importance of a shelflist in a library or community information center.

EVALUATION OF UNIT II:

You will be evaluated on the accuracy and completeness of the assignments you mailed in for Unit II and on how well you answer the items in the Unit Test below.

TEST FOR UNIT II:

Answer the following test questions on separate paper and mail to your instructor. Be sure to put your name on each sheet of paper.

1. Name three things that a properly developed and maintained card catalog should do.
2. Explain the difference between a "dictionary catalog" and a "divided catalog."
3. Name three difficulties with the dictionary catalog.
4. Name three inherent qualities of the card catalog.
5. Name at least three criticisms of the card catalog.
6. Explain what is meant by subject cataloging.
7. Explain what is meant by descriptive cataloging.
8. Discuss why it is important to have consistency in cataloging practices within a library and among different libraries.
9. Explain how subject headings typed on cards are distinguished from other entries.

10. What is an author number and what is it sometimes called?
11. What are the two most widely used standard lists of subject headings?
12. Name and explain the two most common types of references used in a library catalog.
13. Name three advantages and three disadvantages of book catalogs.
14. Name at least three advantages and three disadvantages of COM catalogs.
15. Name at least three advantages and three disadvantages of on-line computer catalogs.
16. Library catalogs are constructed to achieve certain basic goals. What are these goals?
17. Explain why the catalog is the single most important reference tool in a library.
18. What are the three general purposes of a classification system?
19. How does the Dewey Decimal Classification differ from the Library of Congress Classification?
20. What kind of information is contained within the notes on a catalog card?
21. How does the date shown in the "imprint" aid the library user in selecting books or other materials?
22. How are abbreviations treated in filing?
23. What effect do articles (a, an, and the) have on filing?
24. Name at least four factors to consider when deciding upon the classification system to use for a library collection.
25. Explain what is meant by "bibliographical records."
26. Explain why the shelflist is a very important file in any library or community information center.
27. Describe two ways of using the shelflist in a library or community information center.
28. Explain how to establish a shelflist or inventory file.

ANSWERS TO SELF-TEST NUMBER TWO:

- | | | | |
|------|-------|-------|-------|
| 1. T | 6. F | 11. F | 16. T |
| 2. T | 7. F | 12. F | 17. F |
| 3. T | 8. F | 13. F | 18. T |
| 4. T | 9. F | 14. T | 19. T |
| 5. T | 10. T | 15. T | 20. T |

- | | |
|-------------------------|-------------------------------|
| 21. catalog | 26. computer output microfilm |
| 22. descriptive | 27. on-line computer catalog |
| 23. subject | 28. main |
| 24. see, see also | 29. collation |
| 25. dictionary, divided | 30. imprint |

ANSWERS TO SELF-TEST NUMBER THREE:

- | | |
|------|---------------------------------|
| 1. T | 6. classification |
| 2. F | 7. call |
| 3. T | 8. relative index |
| 4. T | 9. Work marks (or work letters) |
| 5. F | 10. 100,000 |

UNIT III: BOOK JOBBERS - SERVICES

CHECKLIST FOR UNIT THREE:

Check off the learning activities as you complete them. All must be completed before taking the Unit Test.

		DATE COMPLETED
Learning Activity One:	A _____ B _____	_____
Learning Activity Two:	_____	_____
Learning Activity Three:	A _____ B _____	_____
	C _____	_____
Learning Activity Four:	_____	_____
Learning Activity Five:	A _____ B _____	_____
Learning Activity Six:	_____	_____
Learning Activity Seven:	A _____ B _____	_____

LEARNING ACTIVITY ONE:

- A. Read pages 91-104 on "Wholesalers and Jobbers" and Order Procedures," in Introduction to Technical Services for Library Technicians, for information on the selection of vendors and to gain an understanding of ordering procedures.
- B. Read the following additional information on book jobbers and the services which they provide.

BOOK JOBBERS

Libraries frequently order books through a book jobber instead of directly from the publisher, since it is less expensive to send orders to one place instead of many places. Likewise, ordering from a few book jobbers rather than many publishers results in fewer invoices, fewer payments, and centralized communication if problems arise. Thus, for libraries of all types (especially the larger libraries, which usually get a better price break), book jobbers, by stocking a wide range of items, provide a very useful service. Using them reduces acquisitions or ordering work in any library, since it then becomes possible to obtain from one source items from many different publishers.

Although libraries can get discounts of fifty percent or more, the usual discount through book jobbers ranges from twenty-five to forty percent. However, these percentages can be misleading. The actual figures depend upon a number of factors; for example, the type of binding the books have and whether the title is a reference or trade book. If a library orders all of its materials from one or two jobbers, the discounts will probably be closer to 15 to 20 percent of the total annual purchases.

In using jobbers, service seems to be more important to librarians than discount. The speed with which a jobber delivers an order or part of an order, the billing and reporting procedures used, and the accuracy of reporting are important considerations. Also, if the jobber does not answer all of the questions posed by a library customer, or is slow to respond, the result may be a dissatisfied customer and possibly a switched account.

Since vendors have difficulty in retaining experienced, qualified staff, librarians can help them to give better service by providing addresses on orders for materials from obscure publishers, by providing accurate bibliographical data, and by including the ISBN (International Standard Book Number) on book orders. Also, when the materials arrive, librarians should check them as soon as possible, verifying books against the order, checking the bibliographic information (i.e., publisher, date, volume number, etc.).

There are many "jobbers" or "vendors" offering services to a library. It is the library's responsibility to select the best jobber for its needs. If at all possible, the librarian should meet the

jobber's representative to discuss the library's needs. This can be done individually or at such meetings as the annual meeting of the Alaska Library Association.

Three of the largest jobbers (also referred to as "wholesalers" as well as "vendors"), and probably the most used by the general library community in Alaska, are Baker and Taylor, Brodart, and Follett. Each of these will be discussed below.

BAKER AND TAYLOR

The largest and oldest book wholesaler or jobber in the United States is Baker and Taylor, located in Reno, Nevada. This company currently stocks over 110,000 titles totaling more than 1,500,000 books--said to be the largest inventory of books in North America. According to Baker and Taylor, this amounts to more than twenty-one miles of shelved books.

Baker and Taylor provide a number of book services for libraries. For example, they stock new and backlist titles in both hardcover and paperback; they offer their customers selection tools for building core, new library, reference and supplemental collections; they will fill the library orders to a specified amount for fund control; and they offer cataloging and processing services at a reasonable cost. Also, they offer a pre-order price confirmation service and will report on unavailable titles on each invoice. In addition, they provide a liberal return policy. This includes returning any defective book, whether it is processed or not, or any book ordered in error, if it is not processed or damaged.

In ordering materials from Baker and Taylor, you can use any order form you prefer (3" X 5" slips, order sheets, etc.) and sequence your order according to your needs. They ask that you tell them how to sequence the invoices to speed your receiving procedures and that you include full bibliographic data for each book (i.e., author, title, publisher, edition, price), all pertinent billing and shipping instructions, and any special instructions, if any.

Baker and Taylor provide a number of special services for school libraries, including a "Quotation Service," which guarantees prices for sixty days. To take advantage of this service, the school library needs only to send in its title selections, in any form--slips, lists, etc.--with a covering letter requesting "Quotation Service." In the cover letter, the library should indicate the address to which the order should be billed, the address to which the order should be shipped, and the library's account number. The company asks that the requests for cataloged and processed books be separated from the requests for books only. If cataloging and processing are desired, a notation should be made (e.g., complete processing, kits, cards, etc.).

Baker and Taylor will research each title submitted, verify the in-print/out-of-print status, and provide the library with a computer-prepared list of titles which may be used to place a firm order with them. In addition, the current publisher's list price, the library's

them. In addition, the current publisher's list price, the library's net price after discount application, and extended price (the quantity desired times the net price) will be listed.

As mentioned above, the prices listed are guaranteed for sixty days, even though publishers' list prices may increase during that time period. Quantities may be increased or decreased and titles no longer wanted may be crossed out; but, the title, author, publisher, price, or binding cannot be changed.

Like a number of other vendors, Baker and Taylor also offers acquisition services to libraries using a computer in a batch-mode. Called BATAB, this batch-processing system is basically a software package designed to run a computer belonging to the library--or one to which the library has access. This system has four main features:

1. Automatic purchase order production
2. Open-order control
3. Accounting control
4. An acquisitions history which remains in the computer

In addition, this system can produce a variety of statistical reports.

BATAB operates in a batch-mode using mini or maxicomputers at the disposal of the local library. An order is placed by first recording the order information on a book order or material input form. A keyboard or some other input device is then used to enter the information into the computer. Purchase orders are automatically printed by the computer using a high-speed line printer. These orders do not have to be sent to Baker and Taylor, but may be directed to suppliers of the library's choice.

Orders sent to Baker and Taylor may be in machine-readable form (on magnetic tape) for processing. Invoice information from Baker and Taylor can also be returned on a magnetic tape to reduce the amount of keyboarding by the library.

Baker and Taylor also has LIBRIS, an on-line system which enables libraries to search their data base. LIBRIS has been constructed of MARC and Baker and Taylor records to generate orders and to maintain a record file. In addition, the company offers a fund accounting package.

BRODART, INC.

Headquartered in Pennsylvania, Brodart is a major supplier of books and book services to libraries. In addition to its traditional "jobber" services, Brodart offers a full range of cataloging and processing options for Abridged Dewey, Unabridged Dewey, and Library of Congress. You can even order "kits Only" for cataloging titles you already have in your library or community information center.

Libraries not only can order books on their own order forms, they can also order them from Brodart by telephone "toll free." This service provides a number of benefits:

1. Instant title confirmation and inventory status
2. Next-day shipment of titles in stock
3. Weekly microfiche showing the number of titles in stock and ordered for stock, and
4. No minimum order requirements.

In 1977, Brodart made available an on-line ordering system called IROS (Instant Response Order System). This system allowed libraries to access Brodart's files, determine what was available (different bindings, etc.) at what price, and place orders on-line, without requiring any local computer support or capital investment. The system created interest in jobber-supplied automated acquisitions systems for libraries, because it was the first time that libraries had the opportunity to examine a jobber's files and place orders on-line. However, there were a number of acquisitions functions which the IROS system did not provide initially (e.g., accounting, on-order, in-process files, etc.) and the files were not easy to search successfully.

Most of the limitations, mentioned above, have been overcome by Brodart in recent years. The company now offers to libraries an on-line acquisitions system called OLAS. This system will search the Brodart data base, generate orders, provide title verification and order confirmation, maintain on-order file status, and provide fund accounting and next day shipment of titles in inventory.

FOLLETT LIBRARY BOOK COMPANY

Follett is a book jobber specializing in books for children and young people. These books are listed in several catalogs, including one for the elementary grades and one for secondary students. 1

In Follett's catalogs, the books are fully described, with each entry providing the following information:

1. FLB (Follett Library Book) title number
2. Title
3. Author's last name
4. Review source
5. Publisher
6. Copyright date
7. Net price to schools and libraries.

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In addition to elementary, and secondary and other library catalogs, Follett has developed a series of catalogs which are printed on-demand. Each of these catalogs is printed not only when a library asks for it, but also with an index printed that best fits the needs of that library. With these demand printed catalogs, the libraries will get current prices and new listings. Follett's demand printed catalogs include Elementary, Secondary, Bilingual, Hardbound Paperback, Reading Is for Everyone, and Guide to Quality Courseware.

Ordering books for your library has been simplified by Follett's Free Order Typing Service. An in-house computerized system does the work for you, eliminating the need for typing long lists of book titles, columns of figures, and double checking prices.

To take advantage of this service, all you have to do is make selections from a Follett library catalog or review source, let Follett know which books you are interested in and the quantity of each title, and fill out the request form for Free Order Typing Service Printout--selecting one of three printed formats that are available. Follett claims that within a week you will receive a complete printout of your selections in your choice of format together with your original paperwork. The prices shown will be guaranteed for sixty days.

However, this is a quotation only; the books are not being held for you. To order them, one copy of the printout would have to be returned with a purchase order. Follett asks that you over-order by thirty percent, while specifying a "Do Not Exceed" dollar limit. Follett will not exceed that amount and will send you a complete order within thirty days. They do not backorder, unless you so specify.

Follett attempts to have a ninety percent or greater completion record on all of the library orders that they fill. If the order is not completed within thirty days, Follett will notify you as to its status. They will endeavor to use all of your allotted funds.

To give you the best possible service, Follett asks that the following procedures be followed:

1. Use Follett's order forms whenever possible.
2. If you use your own forms, be sure to indicate the title number followed by the title, author, and the price.
3. If claim vouchers are required, please enclose a supply with your order.

Follett ships all orders free of charge when shipped to one location within the United States.

As an additional service for their customers, the company has compiled basic lists of recommended books for grades K-3, K-4, K-6, K-8, 4-6, 5-8, 7-10, and young adult. The company has tried to make

each list a balanced collection of the best available fiction, nonfiction, and reference books that can be used to start a new library or expand an existing one. Each list is continually updated as new publications become available. Another special service provide is a new typing service, which provides librarians with a monthly pre-printed printout of the books being reviewed in several major review journals.

The Follett Library Book Company is not a general book jobber. Library bound books and other special services are offered to schools and libraries only--no wholesale or jobber sales. Follett claims that the library bound books will cut the cost per reader to a minimum, and that their special services will make the librarian's work easier and more efficient.

LEARNING ACTIVITY TWO:

Read the following information on "Commercial Processing and Profiles."

COMMERCIAL PROCESSING AND PROFILES

In addition to supplying books and other library materials and services, many book jobbers provide commercial processing services. Baker and Taylor, for example, offers a comprehensive cataloging and processing service, which benefits libraries in two important areas: time and cost.

Because the workload of cataloging and processing in most libraries and community information centers usually falls upon a relatively small staff, uncataloged and unprocessed books can accumulate into large backlogs. Commercial processing can eliminate those backlogs, allowing librarians to shelve books immediately upon receipt. Furthermore, eliminating the labor required for cataloging and processing frees the librarian's time for more direct contact with library users as well as for other professional activities. In addition to the saving in time, there can be a savings in costs--depending upon the size of the library and the staff assigned to these functions and the internal system used.

Selecting a jobber to supply commercial cataloging services is usually done in conjunction with selecting a jobber to supply materials. If the jobber selected can supply both, a great deal of time and effort is saved.

A library, if at all possible, should have one jobber or vendor supply both materials and cataloging. The point to remember is that the services of the jobber should fit the requirements of the library. Therefore, a library should define both its ordering and its cataloging requirements before it selects a vendor.

Processing requirements may vary greatly from library to library. Most commercial services provide a choice of LC or Dewey Decimal Classification, and LC or Sears subject headings. In addition to the

cataloging kits available from jobbers, catalog cards or processing kits for books can also be obtained from several commercial firms. The extent and cost of commercial cataloging and/or processing services vary with each commercial agency.

Each library should develop a profile of processing needs, including such items as:

1. What type of classification does my library use?
2. What subject headings does my library use?
3. How do I want the call number to be formatted?
4. Do I need the use of protective book covers?
5. Where should the book pocket (if used) be glued in the book?
6. Do I want the spine of the book labeled and where?

Baker and Taylor's book processing program provides a variety of options to satisfy the needs of the particular library or community information center. Basic components include a complete set of catalog cards, Mylar jacket, book pocket, book card, and spine label. These components are produced "on-demand" by the company's computer and processed simultaneously with the library's order, which is never delayed due to depleted inventories or processing materials.

The options available to the library or community information center (which are provided at no extra cost) depend upon the kind of cataloging requested. Full details are provided on the LC/LC and Unabridged Dewey/LC specification sheets, which are available from any Baker and Taylor representative or from the nearest Baker and Taylor library service center. These options include:

1. Fully cataloged and processed books with Mylar jacket
2. Fully cataloged and processed book without Mylar jacket
3. Unattached kit consisting of catalog cards, book pocket, book card, and spine label, and
4. Catalog cards only.

Baker and Taylor assures their customers that they will be provided with the most flexible and economical service of its kind, and that they can expect quality and professional accuracy in the production of all materials.

The Follett Library Book Company is also involved in commercial processing. They provide do-it-yourself processing kits. These kits are produced using Abridged Dewey Decimal Classification System (11th. edition); Library of Congress Subject Headings and LC Subject Headings for Children's Literature; Anglo-American Cataloging Rules, Second

Edition (AACR II); Library of Congress MARC tapes, and LC Cataloging-in-Publication Data. Each kit includes seven cards, a self-adhesive book pocket, borrower's card, and two spine labels.

Processing kits for books ordered are produced by Follett's computer at the same time that it prints the order. This computer printing provides for increased flexibility and alternative options in catalog card preparation.

LEARNING ACTIVITY THREE:

A. Turn to page 95 of your textbook, *Introduction to Technical Services for Library Technicians*. Using this "Chart of Suppliers," which compares the speed, discount, and service supplied by wholesalers, retailers, and publishers, answer the following questions on separate paper:

1. Which supplier (wholesaler, retailer, or publisher) provides the best service on serials and periodicals?
2. Which supplier can fill the order with the greatest speed on serials and periodicals?
3. Which supplier provides a discount on out-of-print items?
4. Which supplier provides the fastest service on technical publications?
5. Which supplier provides the least speed and service in supplying foreign items?

B. Again, using the chart on page 95, answer the following:

1. Compare the speed, discount, and service provided by wholesalers, retailers, and publishers in the area of current trade items. Which of the vendors is best in each of these categories? Which vendor would you choose to handle your current trade materials? Why?
2. For your library or community information center, is speed, discount, or service the most important consideration in choosing a vendor? Or does this depend upon the type of material to be purchased?
3. Do you find the chart on page 95 a useful one? Why or why not?

C. In considering the types of materials you acquire for your library or community information center, would you agree with the generalizations made in the last paragraph on page 94 of your textbook? Why or why not?

When you have finished answering A, B, and C above, mail the completed assignment to your instructor.

SELF-TEST NUMBER FOUR:

To see what you have learned about book jobbers and commercial processing services, take the following SELF-TEST. Put a "T" for "True" or an "F" for "False" on the line preceding each of the following statements:

- _____ 1. A "jobber" or wholesaler provides the library or community information center with one source of supply for a number of different publishers.
- _____ 2. Using a book jobber reduces the number of invoices and payments which a library or community information center has to make, but the discount will be low.
- _____ 3. Speed, service, and discount are three important factors for a library or community information center to consider when choosing a vendor.
- _____ 4. Brodart is the oldest and largest book jobber in the United States.
- _____ 5. Buying direct from the publisher will often provide the highest discount.
- _____ 6. Buying direct from publishers reduces the work load for libraries or community information centers.
- _____ 7. One major factor in selecting a vendor is the speed with which orders will be filled.
- _____ 8. The size of the discount is an important factor to consider in choosing a vendor.
- _____ 9. Using a retailer for current items, rather than a book jobber, usually results in a higher discount.
- _____ 10. Ease in dealing with a vendor is perhaps the least important of the service factors.
- _____ 11. In addition to books, libraries can also order nonprint (audiovisual) items from some book jobbers.
- _____ 12. A major advantage of using a jobber like Baker and Taylor is the convenience of being able to buy both books and nonprint media from one source.
- _____ 13. For out-of-print items, the retailer may be the only source of supply.
- _____ For foreign items and serials, libraries tend to use publishers.
- _____ 15. For current trade items, libraries tend to use wholesalers; for other current materials, they use direct purchasing.

- _____ 16. For very popular current materials with an immediate need, and for out-of-print items, libraries usually try retailers.
- _____ 17. In using jobbers, discount seems to be more important than service to most libraries.
- _____ 18. Follett is a book jobber specializing in books for children and young people.
- _____ 19. BATAB is a batch-processing system offered by Brodart.
- _____ 20. In addition to supplying library materials and services, many jobbers provide commercial processing services.
- _____ 21. The most common type of order form, used in ordering materials from vendors, is the single card.
- _____ 22. The smaller the number of people involved in the selecting, ordering, and processing of materials, the more likely it is that a single card form will be sufficient.
- _____ 23. A claiming copy is a slip retained by the library for inquiry when an item has been ordered, but not received.
- _____ 24. When the marginal punched card is used, it is not necessary to type up an order for the dealer.
- _____ 25. Many libraries require that all orders be signed by the person authorized to spend library funds.

Check your answers with those on page 46. How well did you do? If you missed more than three questions or feel that you need to get a clearer understanding of book jobbers and the services they provide, including commercial processing, re-read pages 91-104 in Introduction to Technical Services for Library Technicians, and pages 28-35 of this unit.

LEARNING ACTIVITY FOUR:

Select a "book jobber" and develop a pre-processing profile. When you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY FIVE:

- A. Read Chapter 2, "Acquisitions Work--Overview," pages 25-36, in Introduction to Technical Services for Library Technicians, for an introduction to the acquisitions process, materials selection, and major types of book publishers.
- B. Read the following material on "Basic Selection Tools."

BASIC SELECTION TOOLS

Selection tools provide the librarian with the necessary information about available materials for the library collection, including bibliographic characteristics, physical formats, and possible uses as well as where the items may be obtained. Using all or part of the information provided by selection tools, the librarian can authoritatively select new materials and justify their inclusion in the library collection. Because of the tremendous growth in information today and the amount of publishing generated by this growth, it is essential for the librarian to become an expert in using selection tools. Since a library cannot purchase all of the published materials, it is the selection tools that provide the best sources of information as to the items which should be acquired.

Books make up the largest part of any library collection. Since there are nearly 50,000 books published per year at the present time, and probably fewer than 15,000 of these are reviewed, successful book selection is not an easy task. It takes considerable time, thought, and effort. No library should purchase every book or other library material published, even if it had the budget to do so. Therefore, it is important to know which books and other library materials to reject as well as to accept. Knowing which selection tools are best to use for your type of library or community information center (CIC) becomes an important matter.

For the process of selecting books and other materials, it also is very important to have a Materials Selection Policy to use as a working guide. Every library or community information center should have this written statement of philosophy covering the selection and maintenance of its collection of print and nonprint materials. This policy, which establishes guidelines for selection, should include the purpose of the library or CIC and its goals and objectives for meeting the reading and other library needs and interests of the community it serves--whether it be a small town, rural area, industrial center, school, college, university, or business concern.

Just having a Materials Selection Policy does not guarantee a good collection; but a quality collection is more likely to occur when the library or CIC has a well-formulated selection policy--one that is followed by the staff. The staff must always be aware of the policy and follow it consistently when making selection decisions, for it to be effective. The more detailed the policy, the more helpful it is likely to be, both in selecting materials for the collection and in justifying their purchases.

Also, to do an effective job of selecting materials, the librarian or community information specialist needs to know the nature of the community which the library or CIC serves. The reading needs and interests of the people in the community should be ascertained. In addition, the unique social, political, cultural, geographical, and historical traits of the community, as well as its recreational needs, should be identified.

The librarian or community information specialist also needs to know what other agencies in the community, if any, make available books and other materials for use within the community; and, if there is the possibility of working out reciprocal agreements with other libraries within the community, or neighboring communities, for the sharing of resources. What is available also through the interlibrary loan process may influence the selection and acquisition of books and other materials.

It should be pointed out here that selection tools, although primarily used to assist in the acquisitions process, are also helpful in cataloging and in locating sources of information. When used to their fullest potential, they become indispensable tools of the librarian or community information specialist.

There are a number of established lists or "standard catalogs" that librarians use for both acquisitions and cataloging. Some of these are the Public Library Catalog, Fiction Catalog, Senior High School Library Catalog, Junior High School Library Catalog, Children's Catalog, Readers' Guide to Periodical Literature, The Elementary School Library Collection: A Guide to Books and Other Media, New Guide to Popular Government Publications, Recommended Reference Books in Paperback, and Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers. All of these will be described in the paragraphs below. A library or community information center should not depend upon any single tool in book selection. Each library or CIC must take into account the specific requirements of its group of users. If it is a school library, it needs to consider the special character of the school; if it is a public library, it needs to consider the special character and needs of the community it serves, etc.

PUBLIC LIBRARY CATALOG. Edited by Gary L. Bogart. Seventh edition. New York: H. W. Wilson, 1979,

The Public Library Catalog is the best guide to the selection of books for the small and medium-sized library. An annotated list of nonfiction titles, it was called the "Standard Catalog for Public Libraries" through its first four editions. Cumulations are supplemented by annual volumes. No works of fiction are listed, since its companion set, the Fiction Catalog, does this. However, criticism, books about the writing of fiction, essays and literary history are liberally represented. Also, American and British literature are extensively covered.

The Public Library Catalog is intended to serve the needs of the public and undergraduate libraries as well as the general library user. It is designed to be used as a tool in book selection, as a source of cataloging and classification information, and as an aid to the reference librarian.

Titles for this catalog are selected by consultants chosen with the assistance and advice of the Public Library Division and the Association of College and Research Libraries (ACRL). The consultants vote on items which have been actually tested and used in their

libraries. This approach assures first-hand knowledge of the books recommended, making the catalog very practical.

The entries in the Public Library Catalog are well-annotated and contain complete bibliographical information. Out-of-print books are not included. If an out-of-print title is reprinted, it will be considered for inclusion in one of the annual supplements. Paperbacks are included only if titles are available solely in paper format. In addition to the seventh edition itself, there are four annual supplements covering the years 1979, 1980, 1981, and 1982.

The Public Library Catalog is organized into three parts: (1) a classified listing; (2) an Author, Title, Subject, and Analytical Index; and (3) a Directory of Publishers and Distributors. The classified listing, arranged according to the Dewey Decimal Classification, is a useful guide to book selection. Each entry includes publisher, price, brief description of contents, ISBN, and Library of Congress card number. Each entry listed also includes complete cataloging and classification information. Full bibliographical information including subject headings and suggested Dewey number, is given.

The Author, Title, Subject, and Analytical Index is a comprehensive key to the classified listing. The analytical entries, which bring out the contents of composite works, are an important feature of the Index. In the Directory of Publishers and Distributors, the full name and address of the publisher or distributor is given for each title listed in the classified listing.

FICTION CATALOG. Edited by Juliette Yaakov and Gary L Bogart. Tenth edition. New York: H. W. Wilson, 1981.

Published approximately every five years, with annual softbound supplements, the Fiction Catalog is an essential item for the public library. It not only is a useful aid in purchasing fiction materials, but is also a useful tool for reference work, for bibliographical purposes, and for replacing older materials. It is also very helpful for judging current writing.

The Fiction Catalog contains only fiction and is a listing of books by author, title, and subject, designed for the small and medium-sized public library. Titles include not only general fiction, but also mystery stories, western stories, science fiction, short-story collections, and juvenile fiction. The catalog has very thorough analytical indexing by subject. The analytical entries for novelettes and composite works enhance the value of the catalog by insuring maximum use of a library's collection.

The Fiction Catalog is arranged in three parts. Part I is an author alphabet of titles with full bibliographical information, followed by brief annotations. The bibliographical data include name of author as it appears on the title page, title of the book, publisher, date of publication, paging, and latest known price. In some instances, several editions of the same work have been entered. These are listed alphabetically by the publisher.

Part II is a title and subject index to Part I. Each book is entered under title and under the main subject or subjects of the story. Part III is a directory of publishers and distributors of the books listed.

SENIOR HIGH SCHOOL LIBRARY CATALOG. Edited by Gary L. Bogart and Richard H. Isaacson. Twelfth edition. New York: H. W. Wilson, 1982.

The first edition of the Senior High School Library Catalog was published in 1926, and, with the exception of a six-year interval before the second edition appeared in 1932, it has been published regularly every five years. Until the eighth edition in 1962, it was called the Standard Catalog for High School Libraries.

Regrettably, many books of high quality are now out of print and, as a result, the coverage of certain subject areas of the Senior High School Library Catalog has been necessarily restricted. Out-of-print titles are not knowingly included and titles, reprinted after publication of this edition, are considered for inclusion in an annual supplement.

The Senior High School Library Catalog is arranged in three parts: (1) a classified listing (2) an Author, Title, Subject, and Analytical Index; and (3) a Directory of Publishers and Distributors.

This catalog is designed to serve several purposes. It is very useful in helping librarians to select and order titles. Annotations are provided for each title and information is given concerning publishers and prices as well as varying editions. Also, since Part 1 is arranged by the Dewey Decimal Classification, the catalog may be used as a checklist to determine those parts of the library collection which are weak and require additional material.

Planned especially for school libraries, it is also useful as a guide to selection of books for smaller public libraries. Many adult and young adult books are now included to reflect the more advanced and upgraded curricula now in effect in most high schools.

To assist in the cataloging process, Part 1 of the catalog gives full bibliographical information. This includes recommending subject headings based upon Sears List of Subject Headings and a suggested classification based upon the Abridged Dewey Decimal Classification and Relative Index.

JUNIOR HIGH SCHOOL LIBRARY CATALOG. Edited by Gary L. Bogart and Richard H. Isaacson. Fourth edition. New York: H. W. Wilson, 1980.

First published in 1965, the Junior High School Library Catalog assumed part of the coverage of the original Standard Catalog for High School Libraries, concentrating on the books for the seventh through the ninth grades. It follows the general plan and arrangement of Wilson's other "standard catalogs." Its purpose is to catalog the most useful books for junior high school students and to serve the small and medium-sized library as a buying guide, cataloging aid,

index to the library collection, and source for proper subject headings.

The Junior High School Library Catalog is divided into three parts:

1. A classified listing arranged with nonfiction books first and classified according to the Abridged Dewey Decimal Classification, with full bibliographical information given for each book;
2. An author, title, subject, and analytical index, which serves as a comprehensive key to the classified listing;
3. A directory of publishers and distributors.

CHILDREN'S CATALOG. Fourteenth edition. New York: Edited by Richard H. Isaacson and Gary L. Bogart. H. W. Wilson, 1981.

First published in 1909, it lists the most useful fiction and nonfiction books for elementary school age children. It serves as a buying guide, cataloging aid, and checklist for librarians. It is divided into three parts:

1. A classified listing, arranged with nonfiction books first and classified according to the abridged edition of the Dewey Decimal Classification, and using Sears subject headings;
2. An Author, Title, Subject, and Analytical Index, giving full bibliographical information including Dewey Decimal number, as well as the age levels for which each book is intended;
3. A Directory of Publishers and Distributors.

Bibliographical data on many authors are included. Annotations on the contents of the books are largely descriptive.

READERS' GUIDE TO PERIODICAL LITERATURE. Edited by Jean M. Marra. New York: H. W. Wilson Company, 1983.

The Readers' Guide to Periodical Literature is a cumulative author/subject index to periodicals of general interest published in the United States. It is published twice a month (once a month in July and August) and indexes the contents of more than 175 of the most popular American magazines, published from 1900 to the present. Among other things, the Readers' Guide provides an alphabetical key to magazine articles, their authors, where and when the articles were published, and the exact pages where they can be found. The magazine articles are listed alphabetically under the author and subject, and often under the title (but only for works of fiction). Its list of periodicals indexed can be useful as an acquisitions aid in helping librarians and community information specialists determine which periodicals they should order for their library collections. In addition there is an author listing of citations to book reviews

following the main part of the Readers' Guide, which can also be useful as an acquisitions aid.

ELEMENTARY SCHOOL LIBRARY COLLECTION: A GUIDE TO BOOKS AND OTHER MEDIA. Thirteenth edition. Brodart Foundation. Newark, New Jersey, 1982.

The purpose of this selection tool is to recommend materials of high quality for inclusion in library media center collections and in libraries serving pre-school through sixth grade children in the United States and Canada. These materials are selected to meet two specific needs: to implement elementary school curriculums, and to be of interest or appeal to elementary school aged children.

Materials included are in a variety of forms: books, periodicals, filmstrips, recordings, transparencies, study and art prints, and kits. Excluded are those items which do not have a range of applied use and/or those which are generally not housed in the building level library media center. These include such items as textbooks, 16mm films, videotapes, maps (except in book or transparency formats) and the instructional materials designed to be used with the teacher in the classroom on an extended basis.

While the list offers recommendations for elementary schools in a wide variety of settings and at differing levels of collection development, it remains the work of the library media specialist to adapt any basic list to local needs, to select for special curricular projects, and to keep the collection fresh through continuous evaluation and judicious weeding.

Print and audiovisual materials have been recommended for this list on the basis of these generally accepted criteria: quality, appeal to children, excellence in format, authenticity of content, and suitability for the range of reading, listening, and viewing abilities normally represented in an elementary school. Efforts have been made to include titles in every area, which effectively portray attitudes of mutual respect and understanding among all people.

NEW GUIDE TO POPULAR GOVERNMENT PUBLICATIONS. Walter L. Newsome. Littleton, Colorado: Libraries Unlimited, Inc., 1978.

The purpose of this selection tool is to point out some of the more interesting and useful publications available at reasonable prices from the United States Government Printing Office, or in many cases, free from issuing agencies or the Consumer Information Center. At the same time, it is hoped that anyone not fully familiar with government publications as sources of information on almost any conceivable subject will gain some insight into the variety of materials available.

The Guide is a selected listing, not a comprehensive reference source covering all available publications which might be viewed as "popular." Nor is it an authoritative acquisitions tool. However, currency or long-term popular interest has been the primary selection

criterion for the titles included. Each written annotation is based upon an examination of the item.

In addition to being the world's largest publisher, the U.S. government is also the world's largest producer of audiovisual resources. Audiovisual materials produced by the government appear in every format on many diverse subjects. Many unrestrictive government audiovisual materials are available for free or inexpensiveload to groups or organizations, directly from the organizations producing them. Often the only cost to the borrower is the cost of insured return postage.

In addition to direct loan from governmental agencies, many government nonprint resources are available for rent or for purchase through the National Audiovisual Center. Appendix A of this selection tool provides information on "Selected Guides to Government Audiovisual Resources."

There are several other useful appendixes in the Guide. These are: Appendix B, "Selected Agency Public Catalogs;" Appendix C, "Popular Government Publications in Reprint: A Guide to Select Commercial Editions;" and Appendix D, "A Directory of Agencies Distributing Listed Publications Not Sold by the Government Printing Office."

RECOMMENDED REFERENCE BOOKS IN PAPERBACK. Edited by Mary Alice Deveny. Littleton, Colorado: Libraries Unlimited, Inc., 1981.

Recommended Reference Books in Paperback is a useful tool for locating and selecting reference materials in a variety of basic subject areas. This bibliography can be very helpful to librarians in all types and sizes of libraries and community information centers.

Reviewing of paperback reference books is infrequent at best. Many selection tools and most of the reviewing journals provide very little coverage. Even Paperback Books in Print (PBIP) is not complete. Many paperback books not listed in PBIP are listed as paperbacks in Books in Print. However, many useful paperback reference books are not listed in either of these publications. Because of the haphazard approach to reviewing and listing paperback books, libraries can easily miss important and relatively inexpensive reference materials. This compilation attempts to remedy, if only partially, this situation.

RECOMMENDED REFERENCE BOOKS FOR SMALL AND MEDIUM-SIZED LIBRARIES AND MEDIA CENTERS. Edited by Bohdan S. Wynar. Littleton, Colorado: Libraries Unlimited, Inc., 1982.

This book is designed to assist smaller libraries in the systematic selection of suitable reference books for their collections. Because of limited funds in these libraries for the purchase of materials, careful evaluation of materials to be purchased is required--especially in the area of reference materials, which tend to be expensive.

It is especially important that smaller libraries develop a logical, systematic selection policy. Recommended Reference Books can assist in this process by providing on an annual basis a selection of the most substantial reference titles in all subject areas designed specifically for small and medium-sized libraries and media centers.

Titles reviewed in Recommended Reference Books include dictionaries, encyclopedias, indexes, directories, bibliographies, guides, atlases, gazetteers, and other types of "ready reference" tools published in this country as well as foreign titles that have an exclusive distributor in the United States. General encyclopedias

that are updated annually, yearbooks, almanacs, indexing and abstracting services, directories, and other annuals are included on a selective basis.

All titles are coded with the letters C, P, and S, indicating that a given reference work is a recommended purchase for smaller college libraries (C), public libraries (P), or school libraries and media centers (S). Such recommendations may be somewhat arbitrary, since individual institutions vary in collection size, reference needs, groups of users, and budgetary allocations. Nevertheless, these codes do provide some guidance in selecting reference books for particular types of libraries.

LEARNING ACTIVITY SIX:

Develop a profile of your community's information needs and set up a book purchase plan based on this profile.

LEARNING ACTIVITY SEVEN:

- A. Read Chapter 8, "Records and Files of the Acquisitions Department," pages 119-123, in *Introduction to Technical Services for Library Technicians*, for an introduction to the various files maintained by the acquisitions department of a library and some of the perennial problems faced by this department.
- B. The introduction to Chapter 8 above points out that "most libraries keep files for unverified requests, in-process or outstanding orders, standing orders, serials check-in, want lists, claims, bibliographic sources, correspondence and special bookkeeping files." For your community information center (or library of your choice) indicate which of these files you would establish as well as any others not mentioned above. For each explain why you are including it for your library or community information center. When you have completed this assignment (on separate paper), mail it to your instructor.

EVALUATION OF UNIT III:

You will be evaluated on the written assignments you have mailed to your instructor and on how well you answer the test questions below.

TEST: UNIT III

Answer the following test items on separate paper and mail to your instructor, who will discuss the answers with you during a scheduled audio teleconference, as well as return your paper to you with personal comments. Before mailing the answers to your instructor, be sure your name is on each sheet of paper.

1. Name the factors libraries and community information centers should consider when selecting the vendor from which to acquire books and other library materials. Discuss the importance of each factor.
2.
 - a. What are the three basic types of order forms used in ordering materials from vendors?
 - b. Which of these is the one that is used the most? Why?
 - c. Regardless of the order form used, it must supply the dealer with certain basic information to assure shipment of the correct materials. What information is needed on this order form and why is it needed?
3. Describe the many uses of an outstanding order slip.
4. Explain what a claiming slip is, what it does, and what information is usually recorded on it.
5. Compare the advantages and limitations of having books and other library materials processed through a vendor with having them processed by the library or community information center.
6. Ten standard catalogs are described in Unit III. Select the ones that you would use in selecting materials for your library or community information center, give a brief description of each, and tell how and why it would be of use to you as a selection tool.
7. Name and describe nine files maintained by most library acquisitions departments.
8. Name and explain four perennial problems faced by acquisitions departments.
9. Why is a materials selection policy important for libraries and community information centers to have?

10. To do an effective job of selecting materials, what does the librarian or community information specialist need to know about the community being served?

ANSWERS TO SELF-TEST NUMBER FOUR:

- | | | | | |
|------|-------|-------|-------|-------|
| 1. T | 6. F | 11. T | 16. T | 21. F |
| 2. T | 7. T | 12. T | 17. F | 22. T |
| 3. T | 8. T | 13. T | 18. T | 23. T |
| 4. F | 9. F | 14. F | 19. F | 24. F |
| 5. T | 10. F | 15. T | 20. T | 25. T |

UNIT IV: SUBSCRIPTION AGENCIES

CHECKLIST FOR UNIT IV:

Check off the learning activities as you complete them. All must be completed before taking the Unit Test.

DATE COMPLETED

Learning Activity One:	A _____	B _____	_____
	C _____		
Learning Activity Two:	A _____	B _____	_____
Learning Activity Three:	A _____	B _____	_____

LEARNING ACTIVITY ONE:

- A. Read the following material on services provided by subscription agencies.

AGENCY SERVICES

Of the many and varied types of libraries in the United States, most employ one or more subscription agencies. There are many reasons for this, but the main one is to reduce the amount of paperwork the library must do in ordering and maintaining its subscriptions.

If the library orders its periodicals and other serials directly from the various publishers, it has to process and mail an order to each of them. Then the library must receive and approve an invoice from each publisher, send a check to each, and eventually reconcile and file all of these checks. Just the cost of postage and envelopes alone would be significant without even considering the clerical and paperwork expense. Since it is not unusual for many libraries to order hundreds and even thousands of periodicals and other serials each year, it is easy to see how much paperwork and expense this represents.

All of this paperwork and cost can be transferred to a subscription agency, if the library uses one. Instead of entering orders with hundreds of individual publishers, the library places only a single order (usually) with one subscription agency. For the library, this means a single invoice, a single payment, and a single source of most if not all periodicals. In addition, the agency renews the subscriptions, offers a variety of purchasing plans, handles claims for missing or "slow" material, as well as provide a number of other services.

The subscription agency, then, is in effect a "middle man" who works with both the library and the publishers. The agency takes the library's order and processes it. This means that an order is sent to a publisher for every title the library wants with full payment attached. The publisher is instructed to mail the issues directly to the library. The agency's invoice to the library is, in effect, a request for reimbursement of the agency's money paid to the publishers for the subscriptions, plus the agency's service charges.

The agency guarantees accurate placement of orders with publishers and guarantees that those orders are paid for. However, agencies are not publishers' representatives, nor do they receive, stock, or mail the issues. Consequently, they cannot guarantee delivery of the items ordered; nor can they assume the library's financial risk in the event of publisher failure or other non-agent responsibilities.

Whether to use a subscription agent or standing order vendor, or to deal directly with publishers, in the purchase of serials, is a decision which each library or community information center must make based upon its own needs and priorities. The decision may be to adopt a policy covering all serials, or it may be made for specified types of orders or for each order individually. The size and scope of the serials collection are the principal factors in the decision. The policy that a library or CIC follows needs to be continually evaluated as computer technology and library budgets change and as vendors and their promised services change.

In the past it was generally agreed that it was best to work through a subscription agent, except when it was necessary to order directly from the publisher (e.g., when ordering H. W. Wilson indexes) or when institutional or personal membership is required for the acquisition of society publications, or the publisher is able to offer advantageous terms for direct orders. It used to be that publishers gave discounts to subscription agents that were not available to libraries. These agents then were able to pass on savings to their library customers. However, rising costs have greatly reduced, and in some cases eliminated, these publisher discounts to agencies. As a result, the subscription agent must now add a service charge to the cost of publishers' prices for the library's list of titles in order to cover expenses and make a profit. This service charge, usually a percentage of the total list price of the periodicals ordered, may vary from five to twenty percent.

Because of this service charge, subscription agencies not only compete on the annual cost of subscriptions, but also on the service they give. The largest agencies are extensively automated and can provide almost any information or special handling the customer wants; for example, customized invoicing, management data for single or multiple years, automated off-site check-in and processing by the vendor, and union lists. How much of this service an agent will provide and how much will be done without additional cost depends largely on how much the company wants the library's business. One agency may provide a greater number of services at no charge, but be unwilling to do something slightly different for a single library or information center. Another agency may charge for certain services, but be quite flexible in what it will do for an individual customer.

Most librarians feel that subscription agencies serve a useful purpose in the process of getting journals from the publishers to the users. However, in selecting an agency, librarians should make sure that it can provide the services promised before submitting a subscription list. Since some agents give better service than others, it might be well worth the time for a library to conduct a survey of subscription agents and the services they offer.

The two largest subscription agencies in America are EBSCO and Faxon. Both publish comprehensive catalogs of periodicals on an annual basis. The preliminary pages to these catalogs describe the services these agencies provide their customers. Other domestic vendors issue smaller catalogs listing the most popular serials they supply. All of these catalogs are useful reference tools, since they give a number of facts about the titles listed.

While there is duplication between the EBSCO and Faxon catalogs, they do complement each other and both should be readily available to the librarian in charge of acquiring serials. Both contain considerable information and as such can serve as useful bibliographical aids. Both list full titles of the periodicals, retail prices, and frequency.

EBSCO and Faxon also make their databases available online to subscribers. This service and the other services provided by these two subscription agencies will be described in Part B below.

B. Read the following information about the two major subscription agencies--EBSCO Subscription Services and the F. W. Faxon Company.

EBSCO SUBSCRIPTION SERVICES

With eleven regional offices in the United States and offices in Toronto, Rio de Janeiro, and Amsterdam, EBSCO Subscription Services attempts to provide personalized serials sales and service to libraries and information systems on a local basis. To carry out this concept of providing personalized service successfully over such a large geographical area requires considerable central support services.

EBSCO has four central support service areas: Data Processing Service Center, Title Information Department, Publisher Services, and Publisher Relations Department. The first three are located at EBSCO's International Headquarters in Birmingham, Alabama, and the fourth (Publisher Relations) is near the center of publishing in New York. These central support services play an important role in supporting the efforts of the fourteen regional offices.

The Data Processing Service Center provides fast and accurate entry of subscription orders, timely renewal processing, and account invoicing. It also is able to provide customers with an array of management reports which aid in the acquisition and control of library serial holdings.

The principal goal of the Title Information Department (TID) is to secure, maintain, and disseminate publisher information on domestic and foreign serials to the regional offices. The major emphasis of TID is to provide customers with accurate and complete title information. With TID's support EBSCO's regional offices are in a position to respond immediately to any customer inquiry. If a particular title is not currently listed, EBSCO will use its bibliographical search facilities to locate the appropriate publisher so that the requested information can be supplied.

The major areas or sections of Publisher Services--Standing Order/Bill Later, Proof of Payment, and Cancellations--deal with various communications to publishers which are necessary during the life of a subscription. The Standing Order/Bill Later section receives, audits, and pays all publisher invoices for standing orders and bills later orders. Maintenance of Proof of Payment records is one of the most important functions of publisher services. The Cancellations Section services all cancellation requests outstanding with publishers and credits refunds received through the computerized adjustment billing system.

The most important function of the Publisher Relations Department is its maintenance of cordial relationships with publishers throughout the world. This department makes certain that both publisher needs and library needs are met.

Recognizing the need to provide customers with the opportunity to apply automated processes to their serials activities, EBSCO has developed "an adaptable, accessible, time-tested online serials system designed to meet the needs of many different types of libraries and information centers." Known as EBSCONET, this system or "network" operates through a computer terminal at your library or information center linked to EBSCO's computer in Birmingham, for communication of subscription information.

EBSCONET has five basic applications for the individual library. These are described below.

Transmit Claims. Input and instantaneous transmission of claims can be effected from your location direct to EBSCO's computer in Birmingham, where the claims will be processed and sent to the publishers.

Transmit Interim Orders. Interim orders can be transmitted throughout the year, eliminating the need to complete a purchase order or to call or write a letter to the EBSCO Regional Office that serves you.

Access EBSCO's Title File. To review any title in EBSCO's title file data base requires only keying a transaction code and the title name. The terminal will display three possible matches to the title you seek. To review other possibilities, you will be able to "browse" forward or backward to ensure finding the correct information. To review price information on a particular title, another transaction code is keyed. The system will then display price information from EBSCO's title file data base for that title, plus bibliographic information, if available.

Access EBSCO's Missing Copy Bank. By keying in a 4-digit transaction code plus title name or EBSCO's title number, the EBSCONET system will display all issues of that title currently in the Missing Copy Bank, beginning with the oldest issue available. To inquire about a specific issue of a title, you simply key in the same code, the title number and the issue date. The system will then automatically show if that particular issue is available in the Bank. If you need that particular issue, and the publisher's stock is depleted, you can request the issue be sent to you from your terminal, automatically.

Review "Summary of Publications Ordered" Report--By Title or by Subscriber. This is a management control report which identifies all titles that each subscriber has ordered and all subscriber or "ship-to" locations of each title ordered. After keying a transaction code, you will be able to key in a subscriber name or "ship-to" address and review all titles ordered for that subscriber. You can also key in a title name and review all subscribers to that title within your organization. The report also shows term, start date, renewal date, order number, and retail price for each subscription.

F. W. FAXON COMPANY

Faxon has been in business for more than one hundred years. When it began, the paperwork of serials could be managed easily by only using a simple ledger. Today, however, with all of the periodicals in existence, it takes considerable time and greater sophistication to keep track of all of the orders and renewals.

Faxon, like EBSCO, has included computer technology in its operation, in order to respond to the tremendous growth in the number of periodicals and the increasing complexity of modern serials management. Libraries can be linked by computer systems directly to Faxon's comprehensive serials data base. On-site computer terminals can help library staff to check in serial titles, place claims for

missing issues, scan bibliographic and financial information, and process new orders in a fraction of the time previously required.

Faxon claims that it can adapt its serials management system to the needs of any library--whether the library wants basic, traditional subscription services or enhanced computer-based management services. Faxon believes that it can save time for libraries, eliminate errors and cut paperwork and costs.

Faxon's full line of services has been designed to make the job of serials control easier and more efficient for a library. They claim that they can help a library with every step of serials management, from simplifying the ordering and renewal procedures to consolidating invoices and payments. Faxon can also assist the library with the paperwork of claiming and with changes of address, and they can generate customized management reports to give a library better control of its serials.

To process a library's serials order, the staff at Faxon simply accesses their data base of more than 150,000 titles. Regular contact with publishers around the world allows Faxon to make daily online entries of new titles, up-to-date pricing information, and publisher restrictions. This ensures that library orders will be accurately billed and quickly processed. Faxon also sets up an orderly renewal schedule for a library's publications and, when possible, obtains common expiration dates.

Following receipt of an order, Faxon sends a single itemized invoice to the library. This means that the library only has to make one payment to Faxon, instead of multiple payments to publishers. It also gives the library important bibliographic information for internal record keeping. Invoices are formatted to reflect the special billing requirements of libraries and to show any internal order numbers, fund codes, etc., that are needed by an individual library. Also provided is a separate section showing additional bibliographic information about the titles ordered.

Each year's renewals can be authorized quickly and easily, without having to reorder each individual title. Prior to the expiration date, Faxon will send the library a list of its subscriptions. The library only has to instruct Faxon as to which titles are to be renewed, cancelled, changed, etc., and send them whatever authorizing documents are required by the institution.

Many libraries use the Automatic Renewal Service provided by Faxon. Under this plan, a renewal invoice incorporating all changes for the year is sent to the library annually in the same month. But, the library may select from any number of flexible renewal plans, as well as one, two, or three year subscription terms, with and without multiple year reduced rates.

Faxon also provides check-in and air forwarding services, which eliminate the need for any in-house processing of serials by a library or information center. All journals ordered by a library are checked in at Faxon and all claims for missing, damaged or otherwise unacceptable issues are placed automatically by Faxon personnel. The

library will receive journals in batches, including a customized packing slip, providing the library's order number and call number, as well as the exact identification of each issue received. A separate service option of air-forwarding without issue check-in is also available.

To provide an automated serials check-in service for libraries and information centers, Faxon has developed an online serials management system called LINX. Libraries can use this system to check-in serial titles, place claims for missing issues, scan bibliographic and financial information and process new orders.

The check-in service is designed to handle all current titles received by a given library. It makes it possible for a library to have its complete record of titles acquired through various sources such as gifts and exchange, direct orders, and vendor-placed orders in a single, automated file.

A major feature of Faxon's Serials Check-in Service is its claim warning system, designed to routinely scan a check-in customer's file to select and print out those title records that possibly need claiming action because of lapses, gaps, or delinquent first, second, or third claims. Using these printouts, Faxon will automatically handle claims for those titles placed through Faxon; the check-in library will be responsible for claims on titles ordered direct, received as gifts or exchanges, or placed through other vendors.

C. Read the following information on claims and claiming.

"Claiming" is the process of locating and obtaining a periodical or other item that has not reached the library or community information center on schedule. It is often the most annoying aspect of the relationship between agents and librarians.

Claims are usually brought about as a consequence of late, missing, multiple, badly printed or damaged issues; new subscriptions not started or renewal failure; or financial snags. Of these reasons, most claims are generated because of missing issues or because subscriptions have not been renewed.

Late Issues. There are many reasons why a library may not receive a particular issue at the expected time. For example, the publisher may be late in supplying material to the printer or the mails may be delayed.

Missing Issues. Reasons for missing issues vary from a misunderstanding about the initial subscription to being lost in the mail.

Multiple Issues. Sometimes publishers have difficulty in keeping track of multiple-copy subscriptions, particularly when the copies go to closely related addresses, or when billing is to a single library. This usually results in delayed or missing issues.

Badly Printed or Damaged Issues. When an item is not properly printed or is mutilated in the mails, a claim is often entered. However, libraries should use discretion in claiming items that may be only slightly damaged, but still legible and usable.

Renewal Failure. This happens, for example, when the library fails to return the authorization list of periodicals to be renewed; or, when either the agent or the publisher fails to process the order on time.

Financial Snags. Records kept by publishers indicating who paid for what are sometimes confused and difficult to retrieve when a question arises about a subscription. Tracing financial transactions may take weeks or months, resulting in missing issues.

Librarians sometimes submit claims prematurely. They should first check to see if the reason for a late or missing issue cannot be easily explained, before sending a claim to the publisher or subscription agent. Often the late or missing issue appears shortly after the claim is mailed. Many publishers feel that premature claims are responsible for fifty percent or more of all missing single issue claims.

LEARNING ACTIVITY TWO:

- A. Read Chapter 17 on "Serials," pages 237-250 of Introduction to Technical Services, to gain an understanding of the need for serials control. Also, turn again to page 119, which provides a good description of what a serials check-in file contains.
- B. For your next assignment, tell how you would handle the problem of serials control for one of the following:
 1. A small or medium-sized public library
 2. A community college or four-year college library
 3. Your own library or community information center

Include in your explanation the records you would keep, the order and verification procedures you would use, and the check-in routines you would establish. Also, indicate the methods you would use in submitting claims for missing issues, and why you would use these methods, and any other procedures you think are important to establish for the claiming process. In addition include copies of the claiming form and serials check-in card you would use (copies of a claim form and Kardex will be mailed to you by your instructor). When you have completed this assignment, mail it to your instructor.

LEARNING ACTIVITY THREE:

Read the following information on the organization of periodicals in libraries and community information centers, and on the ordering of backfiles.

A. HOW TO ORGANIZE PERIODICALS ALPHABETICALLY AND CHRONOLOGICALLY.

In most libraries and other information centers, periodicals are organized on shelves in alphabetical order by title. Then, within each title, the various issues are placed in chronological order, usually from left to right when they are standing (like books) on the shelves. Sometimes, the most current issue of each periodical is displayed on a magazine rack, convenient to comfortable seating areas.

When the current issue and back issues of periodicals are shelved together in a periodical shelving area, the back issues may be stacked one on top of another. In this case, the latest back issue is placed on top of the stack, with the remaining back issues of that periodical arranged in reverse chronological order.

B. HOW TO SELECT BACKFILES IN MICROFORM

Following are some useful criteria to use in making decisions concerning which periodicals you need to order backfiles for in microform (microfilm and/or microfiche):

1. Which periodicals consistently have large issues and/or are published so often that they take up a lot of shelf space. For example, weekly periodicals can take up considerable shelf space, but relatively little space when filed away in microfiche format.
2. Which periodical titles are so much in demand that the latest issues are always in use, either in the library, checked out, or missing. It might be worthwhile to purchase a second copy in microfilm or microfiche format.
3. Because microforms--especially microfiche--take up so little storage space, it is usually a good idea to put all your backfiles of periodicals in this format, keeping only the most recent years in paper format. Many libraries, for example, keep only the last three to five years in paper, ordering all of the remaining years of each periodical that they want to keep, in microfiche or microfilm. However, libraries may want to keep the paper copies for some titles, even if they are older than five years, if the periodical contains a lot of color plates that would not reproduce well on microfilm or microfiche.
4. If you choose to select a microform format for the backfiles of your periodicals, you may wish to select either microfilm or microfiche--since each requires special equipment in order to read the filmed material. Having to make available both microfilm and microfiche equipment for its users could prove

to be an expensive budget item for a library or community information center. Microfiche would probably be the best choice since all libraries and community information centers have (or should have) microfiche readers. This equipment is also less expensive than microfilm equipment.

EVALUATION OF UNIT IV:

You will be evaluated on the written assignment (Learning Activity Two B) that you have mailed to your instructor and on how well you answer the test questions below.

TEST: UNIT IV

Answer the following test items on separate paper and mail to your instructor who will discuss the answers with you during a scheduled audio teleconference, as well as return your paper to you with personal comments. Before mailing the answers to your instructor, be sure that your name is on each sheet of paper.

1. List the types of materials which are considered to be "serials."
2. How would you define a serial?
3. Why are serials important to a library?
4. Name at least four problems encountered in working with serials.
5. List the procedures you would use in your library for serials control.
6. Why is it extremely important to establish the correct titles for the serials being ordered?
7. What is the most critical aspect of serials work?
8. Why is a careful recording of invoice information important in controlling serials?
9. What is the principal reason that libraries use one or more subscription agents?
10. What are the criteria you would use in deciding whether to use a subscription agency or deal directly with publishers?
11. Name the two largest subscription agencies in America.
12. Name three specific services provided by subscription agencies.
13. Name and describe the four central support services provided by EBSCO
14. Explain the process of renewing serials through Faxon.

15. Name five differences between serials cataloging and book cataloging.
16. What is the biggest problem for serial catalogers, and how can this problem be solved?
17. Explain what is meant by "claiming."
18. Name two methods of claiming.
19. What is the first step in the claiming process?
20. List and explain five reasons why claims are submitted by libraries.

UNIT V: USE INFORMATION TOOLS FOR ACQUISITIONS AND CATALOGING

CHECKLIST FOR UNIT V:

		DATE COMPLETED
Learning Activity One:	_____	_____
Learning Activity Two:	_____	_____
Learning Activity Three:	_____	_____
Learning Activity Four:	A _____ B _____	_____

LEARNING ACTIVITY ONE:

Read the following information describing several journals which are useful tools for acquisitions and cataloging, depending upon the type of library and the clientele it serves.

Library Journal

The Library Journal is published twice a month, except in January, July, August, and December, when it is published once a month. Its many reviews of books are arranged by topic, such as Reference, Art, Biography, Business and Economics, Education, History, Literature, Music, Philosophy, etc. Many of the reviews are written by librarians with special interests in the subject covered by the book. However, teachers and other authorities also contribute. The reviews are short and the reviewer often indicates clearly whether the item is recommended. This is true also of the reviews of audiovisual materials, such as films, filmstrips, and video cassettes, which appear in most issues. Some issues also contain reviews of other audiovisual materials, such as recordings.

The Library Journal Book Review, published annually since 1968, reprints all reviews of adult books from the Library Journal. All reviews have an LC card order number for the ordering of cataloging copy.

Price indexes for U.S. periodicals and for serial services are usually published in the July issue of the Library Journal (although sometimes in August and September). Comparative studies of periodical prices are an annual feature of the October issue.

School Library Journal

Published monthly, except in June and July, this companion periodical to the Library Journal carries reviews of books and other materials for children and young adults. These reviews are usually short and the reviewer often clearly indicates whether the item is recommended. The audiovisual reviews cover a variety of media--such as films, filmstrips, slides, recordings, and multimedia kits--and are arranged by title under various subject headings (e.g., Health, Literature and Drama, Science, Social Studies).

The book reviews are arranged alphabetically by author, under grade level headings (e.g., Pre-School and Primary Grades, Grades 3-6, Junior High Up). These reviews are cumulated and appear in a bound volume published annually, called School Library Journal Book Review. All reviews have an LC card order number for the ordering of cataloging copy.

Booklist

Booklist (including Reference Books Bulletin) is published twice a month, September through June, and once a month in July and August by the American Library Association (ALA). Its purpose is "to provide a guide to current print and nonprint materials worthy of consideration for purchase by small and medium-sized libraries and school library media centers." Reviews of these recent publications are well annotated and are arranged by broad classes; for example, adult nonfiction, adult fiction, books for young adults, and children's books. Contributing reviewers are listed at the beginning of each class. Books selected for children from pre-school through junior high are usually reviewed by staff reviewers. A review in Booklist constitutes a recommendation for library purchase.

Audiovisual materials, such as films, filmstrips and videocassettes, are also reviewed on a regular basis. Complete bibliographical information is given for each entry, including price. The annotations describe, evaluate, and indicate the kind of library for which the item is recommended.

The Reference Books Bulletin (RBB) is a separate publication within Booklist. It is a program of the American Library Association's Publishing Committee and operates under its own policies and procedures. Both materials recommended and not recommended for purchase are reviewed.

A special feature included in each issue is the UPFRONT: ADVANCED REVIEWS section. Books in this section are reviewed as far in advance of publication as possible. They were selected by the Booklist staff because of their anticipated demand in libraries.

The Dewey Decimal call number and subject headings are provided for entries listed in Booklist. If available at the time of publication, the LC card order number is listed for the ordering of cards. If CIP (Cataloging in Publication) data is available in the book, that information is also given. With this information, it would be possible for a library to construct its own cataloging records and cards for processing of the item in hand.

Choice: Books for College Libraries

Choice is a book and nonprint selection journal published monthly (except bimonthly in July/August) by the Association of College and Research Libraries, a division of the American Library Association. Its purpose is to assist college librarians in the selection of current books, but it is also useful in the high school or public library.

The reviews included in each issue are not very long and are usually written by college faculty members. The reviews are not signed. They are arranged by categories, such as Performing Arts, Reference, and General, and by discipline or subject areas, such as Humanities, Social and Behavioral Sciences, Anthropology, Art, Education, etc.

Most of the titles reviewed are automatically recommended; although in some instances, the reviewer will point out the existence of a previous and better book on the subject. The only cataloging information given in Choice is the LC card order number for ordering catalog cards.

Serials Review

Serials Review is another valuable selection tool, which provides a single source of evaluations of all types of serials--periodicals, annuals, handbooks, newsletters, newspapers, and indexes. In addition, each issue identifies and offers discussion of reviewing tools for selection in particular subject disciplines. Its continuing index to reviews of serials published is useful for locating reviews of less standard titles.

Reviews in the Serials Review do not contain much information useful for cataloging, but they contain a great deal of information useful for both selection and reference purposes. They contain the ISSN (International Standard Serials Number) which is the equivalent of the ISBN (International Standard Book Number) used for books. Additionally, the review will list the indexes which index the journal being reviewed. Since most users find articles using indexes, knowing which indexes the journal is in may be a factor in deciding to purchase the journal. If a library does not have any of the indexes for the journal, it may well decide not to purchase it.

Serials Review includes sections on cumulative indexes, government publications, reference serials and tools of the serial trade. It is cumulated as Serials Review Index.

Publishers Weekly

Publishers Weekly can be a useful acquisitions tool, especially for public libraries. Many publishers advertise in each weekly edition, listing their current publications with suggested grade levels, prices, and usually with brief descriptions. Hardcover, Trade Paperbacks, and Mass Market Paperbacks are featured in separate sections of each issue.

Publishers Weekly also features in each issue, a listing of fiction and nonfiction hardcover bestsellers and a listing of fiction and nonfiction paperback bestsellers. In addition, each issue contains a section called PW FORECASTS where new books are reviewed. Then, normally in the second issue of each month, Publishers Weekly publishes an alphabetical index by author or editor (or by title when appropriate) of all of the books reviewed in Forecasts during the preceding month. Although the data presented in this listing is limited, it does provide author (or editor), title, publisher, price, date (or month) of publication, date of the issue of Publishers Weekly in which the review appeared, and the Forecasts section in which the review appeared.

The reviews in Publishers Weekly do not contain any information that can be used directly by the library for cataloging purposes. The reviews do contain the ISBN (International Standard Book Number) used for ordering purposes, as do ALL the publications listed in this unit.

Another useful feature for librarians involved in acquisitions is the Statistical Report of the U.S. Title Output and Average Prices for the previous calendar year. This report, which usually appears in a late September or early October issue, provides the final figures of the domestic title output for the previous year and compares these figures and the price changes with those of each of the two years before that year.

LEARNING ACTIVITY TWO:

If you had to buy only one of the journals listed above in this unit for both acquisitions and cataloging purposes in your library, which journal would you buy? On a separate sheet of paper list your selection and tell why you believe this journal is the best selection tool for your library. Send this sheet, when completed, to your instructor.

LEARNING ACTIVITY THREE

Read the following information describing the Alaska Library Network (ALN) catalog, the Alaska State Library Film/Video catalog, and the Alaska Union List of Serials (AULS), and how these tools

produced by the Alaska Library Network help in the ordering and cataloging of items in a library.

Alaska Library Network Catalog

The Alaska Library Network catalog (hereafter called the ALN catalog) is a microfiche catalog produced by the Alaska State Library. It contains the catalog records and call numbers of all the libraries in Alaska that belong to the Washington Library Network (WLN). Once a year (currently in January) the Network produces the catalog. It is then sent out to libraries in the state of Alaska who are known to have microfiche readers.

Since the catalog records represent the collections of eighteen Alaskan libraries, you can find cataloging information for books, magazines, serials, films, video cassettes, and some other forms of media in the ALN catalog. These records are arranged into a dictionary catalog with access points for author, title, subjects, as well as for any additional entries on the catalog record such as joint author, illustrator, and series. However, unlike a card catalog in which each entry is identical except for the heading, the ALN catalog has "index" entries for most access points.

An "index" entry will contain the author (if there is one), the title, the imprint, pagination and illustration statements, and the call numbers for the various libraries which have the item. The LC card order number will also be given. To find the "complete" entry for the catalog record, including all notes, subject headings, and added entries, you must look in the ALN catalog under the title. This is the only entry that will have the complete information. This is done to save space on the microfiche sheets.

Once you have located this complete entry under title, you can use the information to create catalog cards for your library's catalog, since another library in Alaska has already cataloged it for you. The only area of the catalog record that is not available in the ALN catalog is the call number. If your library uses Dewey Decimal classification, you may have to construct your own classification number, since most libraries who are contributing to the ALN catalog use Library of Congress call numbers.

Another point to remember in using the ALN catalog is that most of the items represented in the catalog have been published since 1968. Although older items are being input into the catalog at an increasing rate, for the most part your best finding rate will be for newer items. You may also find many Alaskan items as many libraries have made the input of these titles a priority.

The ALN catalog can also be used for acquisitions purposes. If your library is interested in acquiring materials in a particular subject area, the ALN catalog can be searched by subject to see what other libraries in the state, or perhaps in your geographic area, have. You may also want to examine what the major library of your type (academic, public, school) is purchasing, as a guide for your collection. You can also use the entries in the ALN catalog to check

or verify the accuracy of your orders. Providing the most accurate and complete information possible when ordering will help the vendor fill your orders accurately and expeditiously.

Alaska State Library Film/Video Catalog

In addition to the ALN catalog, the Alaska State Film Library also makes its holdings available through the Alaska State Film/Video (microfiche) Catalog. While these same titles are also in the ALN catalog, it is sometimes convenient to have them in a separate catalog when you are working only with films or video cassettes.

The Alaska State Library Film/Video Catalog contains almost all titles that were formerly included in the hard copy catalogs of the Alaska State Film Library. It also contains all films and video-cassettes added to the collection since that time. Instructional television programs are not included. They are listed in the Learn Alaska Instructional Television Catalog.

Like the ALN fiche catalog, this catalog is a dictionary catalog of author, producer, distributor, title, and subject entries. And, like the ALN fiche catalog, the full cataloging entry is under the title entry. Other entries are of the index type.

The entries in this catalog can be used for both cataloging and acquisitions purposes in the same manner that the entries from the ALN fiche catalog are used. Using the entries to verify film or video cassette orders is perhaps even more important, since these media are often issued in different formats by different distributors. Having complete and accurate information will ensure accuracy in receiving what you want for your library.

ALASKA UNION LIST OF SERIALS

The Alaska Union List of Serials (hereafter called AULS) is another product of the Alaska Library Network, but is issued by the Elmer E. Rasmuson Library which is part of the University of Alaska, Fairbanks. It is issued more frequently than the ALN catalog, being published quarterly and distributed throughout the state of Alaska.

AULS is a title listing of all the serials held by the fifty-two Alaskan libraries that contribute to the union list. There are about 2,600 titles currently listed, and no other access points except title are used.

The primary purpose of AULS is to provide a resource sharing tool which can be used for verifying interlibrary loan requests. Another purpose for its use is to develop cooperative collection development strategies. It also can be an internal tool for a library to use in accessing its own serials collection.

The information given in AULS is of little help in cataloging since the entries are extremely brief title listings; the entries, however, can be of help for ordering purposes. This is especially

true of titles published in or about Alaska, which are especially elusive in terms of verifying.

LEARNING ACTIVITY FOUR:

- A. Locate the complete entry for the book: Groussard, Serge, Blood of Israel in the ALN catalog and make a card set for your catalog of this title, including shelflist and all the appropriate cards for the public catalog. When completed, send this card set to your instructor.
- B. Locate the following film/video titles and verify the information needed to order the title. When you have the necessary information for order verification, complete one order form for each title. Your instructor will mail blank order forms to you for this assignment. Send the completed forms to your instructor.

Titles to be verified:

1. Hunted in Holland
2. Discovering jazz
3. Comprehension--the early stages
4. The secret hunger
5. Writing children's books

EVALUATION OF UNIT V:

You will be evaluated on the written assignments you have mailed to your instructor and on how well you answer the test items below.

TEST FOR UNIT V:

Answer the following test items on separate paper and mail to your instructor. Be sure to write your name on each sheet of paper.

1. Describe the kinds of reviews found in the following journals:
(a) Library Journal; (2) School Library Journal; and
(c) Booklist

Include in your description information about the types of materials covered and how the reviews are arranged in each of these journals.

2. What kind of information does Serials Review contain that is useful for both selection and reference purposes?

3. What do reviews in the Library Journal, School Library Journal, and Choice contain that is of use to library catalogers?
4. What useful information do the entries in Booklist provide that can facilitate the cataloging process in a library?
5. Although the main purpose of Choice: Books for College Libraries is to assist college librarians in the selection of current books, is it also useful for any other types of libraries? If so, what libraries?
6. How is Publishers Weekly used for acquisitions purposes?
7. Describe the cataloging information contained in the Alaska Library Network (ALN) Catalog, and include the following in your answer:
 - (a) The number of Alaskan library collections included in ALN
 - (b) The types of print and nonprint media for which cataloging information is included
 - (c) The various access points into the catalog records.
8. Explain how you can use information in the ALN Catalog to create cards for your library's catalog.
9. Explain how the ALN Catalog can be used for acquisitions purposes.
10. Describe what the Alaska State Library Film/Video Catalog contains, and how this information is arranged, and explain how the entries can be used for both cataloging and acquisitions purposes.
11. Name three ways in which the Alaska Union List of Serials (AULS) can be used by libraries and community information centers.
12. Explain how useful the information given in AULS is for cataloging and ordering purposes.

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